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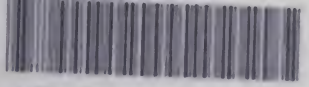
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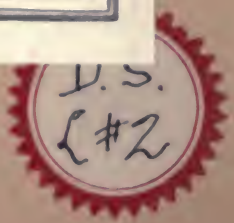
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WORD-BUILDING

FIFTY LESSONS, COMBINING LATIN, GREEK, AND ANGLO-SAXON ROOTS, PREFIXES, AND SUFFIXES, INTO ABOUT FIFTY-FIVE HUNDRED COMMON DERIVATIVE WORDS IN ENGLISH,

WITH A BRIEF HISTORY OF THE ENGLISH LANGUAGE

BY

BRAINERD KELLOGG, LL.D.,

PROFESSOR OF THE ENGLISH LANGUAGE AND LITERATURE IN THE BROOKLYN POLYTECHNIC INSTITUTE, AUTHOR OF "A TEXT-BOOK ON RHETORIC," "A TEXT-BOOK ON ENGLISH LITERATURE," AND ONE OF THE AUTHORS OF "REED & KELLOGG'S GRADED LESSONS IN ENGLISH," "HIGHER LESSONS IN ENGLISH," "ONE-BOOK COURSE IN ENGLISH," AND "THE ENGLISH LANGUAGE,"

AND

ALONZO REED, A.M.,

AUTHOR OF "INTRODUCTORY LANGUAGE WORK," "WORD LESSONS," AND ONE OF THE AUTHORS OF "REED & KELLOGG'S GRADED LESSONS IN ENGLISH," "HIGHER LESSONS IN ENGLISH," "ONE-BOOK COURSE IN ENGLISH," AND "THE ENGLISH LANGUAGE."

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PREFACE.

THE Latin derivatives in English exist in families, that which unites the members of each family being the root out of which they grow. This root deeply colors the meaning of the derivatives, and largely determines their use. The prefixes and suffixes combining with the roots in the several families are much the same, so that the Latin element in our vocabulary is open to easy study; the words composing it are readily classified, and even the classes have common characteristics.

These derivatives should in some way be studied by the pupil. They are not the simple words to be learned without study, familiar to one's ear and tongue from childhood. But one meets these derivatives everywhere as he emerges from childhood into youth. They sprinkle the pages of every book he reads, and they drop from the lips of all public speakers. The pupil must somehow make the acquaintance of these words, must learn to handle them himself.

One of the cogent reasons for studying Latin is, that it helps the student to a knowledge of the Latin derivatives in English. But one does not study Latin solely or chiefly to learn its connection with English. The study of Latin in college is always with other aims. We hazard nothing in saying that one utterly ignorant of Latin and Greek would, by a judicious use of the lessons in this little book, learn more of the English derivatives from Latin and Greek roots

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than from the ordinary college course in the classical languages.

We ask attention, in these lessons, to

(1) The original root-forms treated, and the forms into which these original ones have changed ;

(2) The simple device by which the roots and the prefixes and suffixes combining with them are compactly grouped ;

(3) The separation, by different type, of root from prefix and suffix, and the separation of these from each other by the + sign and the comma ;

(4) The threefold work which we exact of the pupil ;

(5) The emphasis placed upon his finding the metaphorical meanings of derivatives ;

(6) The models, remarks, and helps by which we guide him in his work ;

(7) The suggestions to teachers to aid them in securing and retaining the interest of pupils ;

(8) The fact that in forty-four lessons we lead the pupil to analyze and build up nearly fifty-five hundred words ; and,

(9) The further fact that by this work the pupil is enabled to comprehend, at a glance, almost any other derivative word in the language.

Had we supposed that the mere giving of lists of derivatives, with nothing to indicate root, prefix, or suffix, and with no directions to the pupil as to what he should do or how he should do it, was all the pupil needed, there would have been no call for another book on this important subject.

The closing lessons of the book contain a brief history of the English language.

February, 1892.

WORD-BUILDING.

Elementary English.

Roots, or Stems, given under "Elementary English," in the Syllabus of the Regents of the University of the State of New York.

INTRODUCTION.

I. ***The Meanings of Root and Stem.***—The word *root* is used by philologists to denote the simplest and most primitive forms which words once had, or to which they can now be traced. In this sense of the word—its rigidly scientific sense—the word ***root*** names that monosyllabic form which is the origin and source of all verbal derivatives. But usage applies the word as well to ***later forms*** of these original and primitive words—forms from which, by the use of prefixed and suffixed syllables, *new* words are produced—nouns, adjectives, verbs, and adverbs. Respectable as is the authority for calling these "later forms" ***stems,*** what we regard as the prevailing usage leads us to choose ***roots*** instead.

II. ***Definitions.***—A ***primitive*** word is one not derived from another word in the same language.

A ***derivative*** word is one derived from another word; as, *un*-man*ly*, *man* being the primitive word.

A ***compound*** word is one composed of two or more simple words; as, *forty-two*.

Prefixes and ***suffixes*** are, with rare exceptions, relics of words once independent, but now run down into mere formative elements. They are used, each with a meaning of its own, to modify the mean

ing of the root to which in the derivative they are attached ; though, when many of them are used in the same word, it is sometimes difficult to detect in the derivative the distinct force of each. Prefixes precede the root, and suffixes follow it. In the following paragraph the illustrative instance exhibits the root ***junct,*** the prefixes *con* and *dis*, the suffixes *ion*, *ive*, and *ly*, and the six derivative words formed by combination of the root with these prefixes and suffixes.

III. ***Explanation.***—The work below, compacted for the sake of brevity, needs explanation. If, as is usual, two or more prefixes are to be united in succession with the following root,—or with this and the suffix after it,—these prefixes stand unconnected with each other by the + sign. If any two of these are to be taken together and treated as a single prefix, these two are grouped by the + sign. The suffix immediately following the root is to be united with it in its combination with each prefix or group of prefixes. If other suffixes follow, the same thing is to be done with these singly or in groups, the single suffixes or the groups being separated from each other by an *or* in Roman type. The suffix, or the group taken as one, between the first *or* and the second, is to enter into the same combination or combinations as did the first suffix. And so is the suffix or the group between the second *or* and the third, etc., and that which follows the last *or*. For instance, if under ***junct*** we had *con*, *dis*+***junct***+*ion*, or *ive*, or *ive*+*ly*, this would mean that the pupil had to do as directed with *con*+***junct*** + *ion*, *dis*+***junct***+*ion*, *con*+***junct***+*ive*, *dis*+***junct***+*ive*, *con*+***junct***+*ive*+*ly*, *dis*+***junct***+*ive*+*ly* ; or, dropping signs and the black letters, with the words *conjunction*, *disjunction*, *conjunctive*, *disjunctive*, *conjunctively*, *disjunctively*.

IV. ***The Roots and their Order.***—Most of the roots in the Regents' lists are Latin, and are found usually in the Latin verb. We give first the root or roots found in the verb. These stand in the infinitive of the verb and the perfect participle. That in the perfect participle ends usually in ***at*** or ***it*** or ***t,*** and of course denotes the act, expressed by the verb, as completed. The future participle root ending in ***ur*** follows, if any English words derived from it are to be formed in the paragraph succeeding. The roots which follow in parentheses are mostly those into which the roots just spoken of have changed in their long sojourn in the French language and in English.

If the roots in the Regents' lists are from Latin nouns or adjectives, all that we need to say here is, that the roots in parentheses are modified forms of those which precede them.

V. ***The Meanings of the Roots and of English Words derived from them.***—It is easy to ascertain the meaning of the root found in the infinitive and of that found in the perfect participle. These meanings are given or implied in the definition of the Latin infinitive which follows the roots themselves. It is easy to ascertain the meanings of the English words derived from the roots not in parenthesis. It is not so easy to get at the signification of the roots in parentheses, and that of the English words derived from them. Often the etymological sense has faded out of the root ; and the words, if metaphorical, do not always suggest the likeness on which the metaphor is based. The pupil will sometimes need a hint from the teacher, sometimes he may profitably consult the dictionary. We have thrown in liberally suggestions in parentheses and in **Helps for the Pupil**; but, where the pupil can seize upon the root idea, and, combining it with the meanings of the modifying prefixes and suffixes, can give the signification of the derivative, he should be allowed to do it. As well do his physical exercise for him as relieve him of the intellectual labor which he can do alone. The main worth of this work consists in the exercise, which it compels, of the pupil's judgment.

VI. ***The Lessons.***—The length of the Lessons assigned has been determined by the hope that all the work called for by us can be done. But those teachers able to take up only the root-forms selected by the Regents can perhaps run two or three of our Lessons into one. The root-forms they seek are easily found. They are marked by the asterisk, and are usually the first or the second treated by us in the several paragraphs.

VII. ***Direction.***—The roots are printed in black letters, the prefixes and suffixes in italics. The prefixes and suffixes are given and defined on the pages immediately following these Lessons under " Elementary English." Find there the meanings of the prefixes and suffixes used below, find in the Lessons the meanings of the roots with which these prefixes and suffixes combine, and then give the signification of the derivatives formed by the combination. Frame phrases or sentences containing these derivatives properly used. Do not look for the meanings of letters within marks of parenthesis and unitalicized.

Note the changes, if any, which metaphor has wrought in the meanings of words. The literal meaning of a word is not always that which it really bears. From the likeness in position between the upper part of one's body and the top of a nail, we transfer the name of the one object to the other, and speak of the *head* of a nail. From the real or fancied resemblance in function between one's head and Washington city, we may carry over *caput*, the Latin name of the head, and, giving it to the city, call Washington the *capital* of the United States.

Remark.—We indicate here the way in which the work required in this ***Direction*** may be done. The roots we take are ***Frang, Fract,*** and ***Fractur,*** Lesson IX. Turning to the end of these Lessons in "Elementary English," for the prefixes and suffixes, we combine their meanings, found there, with the meaning of the roots in Lesson IX., give the signification of the derivatives grouped in that Lesson, and illustrate their use.

MODEL.

Frangible, capable of being broken—a clay pipe-stem is frangible;

frangibility, state of being frangible, name of the abstract quality—the frangibility of a pipe-stem;

in***frang***ible, incapable of being easily broken—oak is comparatively infrangible;

in***frang***ibility, state of being infrangible—the infrangibility of the oak;

re***frang***ible, capable of being turned back, or out of a straight course—a ray of light is refrangible;

re***frang***ibility, state of being refrangible—the refrangibility of light;

fragment, a piece broken off—a fragment of a tea-cup;

fragmentary, belonging to a fragment, in fragments—a fragmentary report of the speech;

suf***frage*** (a probable explanation given in Lesson IX.);

irre***frag***able, incapable of being easily broken down—A's argument was irrefragable, irrefutable, a metaphorical use of the word;

irre***frag***ably, in an irrefragable manner—he irrefragably established his point in the debate;

in***fring***e, to break into—one's rights are infringed by the thief;

in***fring***ement, act of infringing—the infringement of the treaty, a metaphorical use of the word, since a treaty cannot literally suffer a breaking into;

fraction, state of being broken, a part—the fraction of an hour;

fractional, belonging to a fraction—fractional currency;

fractions, not integers, or whole numbers—$\frac{1}{2}$ and $\frac{1}{6}$ are fractions;

in***fract,*** to break—to infract is to encroach upon;

re***fract,*** to bend sharply back—water refracts the light;

in***fract***ion, the breaking—the infraction of the rules, a metaphorical use of the word;

re***fract***ion, the bending sharply back, half breaking—the refraction of light from the oar-blade in the water;

re***fract***ory, bent away from the proper or natural course—the refractory or stubborn child, a metaphorical use of the word;

re***fract***oriness, state of being refractory—the refractoriness of his child is a grief to the father;

fracture, a break—there is a fracture in the plate;

fragile, capable of being broken—fragile playthings;

fragility, state of being fragile—the fragility of icicles;

frail, capable of being broken down, weak, feeble—frail health or constitution, metaphorical;

frailty and ***fra***ilness, state of being frail—frailty of character, of the intellect.

LATIN ROOTS.

Lesson I.

To the Teacher.—This work of word-building may be difficult and slow at first. But it will rapidly become easy. The same prefixes and suffixes are constantly reappearing. The pupil will soon become familiar with their meanings, and ready in combining them with the meaning of the root. If necessary, the opening lessons may be divided.

To the Pupil.—You will find the ***Model*** preceding this Lesson helpful to you. Following that, your work of building up words and illustrating their use would begin and proceed thus: *ent*, one who, + root ***ag***, to do, make *agent*=one who does, *e.g.*, the agent of the firm; *ency*, state of being, function, + root ***ag***, make *agency*=state or function of an agent, *e.g.*, sold through his agency, or instrumentality; *ile*, capable of, + ***ag***, to move, or moving, make *agile* = quick, nimble, *e.g.*, the agile squirrel; *ily*, state of being + *agile*=quickness of movement, *e.g.*, the agility of the squirrel.

The prefixes, suffixes, and their meanings are to be found, as you have been told, at the end of these Lessons in "Elementary English."

Ag,* Act, (*ig, g, actu*), from *ăg ĕre, ăc tus*, to do, move, urge on, put in motion, drive.

Ag + *ent* or *ency* or *ile* or *il*† + *ity*; ***man*** (see this root,

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* Roots thus marked are those given in the Regents' *Syllabus* for the present year.

† The suffixes *able, abile, ance, ate, bule, cule, ence, ibile, ible, ile, ine, ive, ize, le, ose, tude*, and *ure* often drop the final *e*, and become *abl, abil, anc, at, bul, cul, enc, ibil, ibl, il, in, iv, iz, l, os, tud*, and *ur*. *Able, abil, el, er, ery, ibl, ity, ly, or*, and *tude* sometimes drop the initial letter, and appear as *ble, bil, l, r, ry, bl, ty, y, r*, and *ude*. *Ary, ly, mony, ory*, and *y* sometimes change *y* to *i*, and appear as *ari, li, moni, ori*, and *i*.

Lesson XIII.) + ***ag*** + *er* or (e) ; ***man*** + ***ag***(e) + *able* or *ment* ; *ex* + ***ig*** + *ent* or *ency*;[1] ***nav*** (see the root, Lesson XVI.) + ***ig*** + *able* or *able* + *ness* ; *prod* + ***ig*** + *al* or *al* + *ity*;[2] *amb* + ***ig*** + (u)*ous*[3] or (u)*ity* ; *co*(=*cum*) + ***g*** + *ent* or *ency*.[4] ***Act***; ***act*** + *ive* or *ive* + *ly*[5] or *iv* + *ity* or *ion* or *ion* + *able* or *or* or *r* + *ess*; *counter, en, ex, over, re, re* + *en, trans* + ***act*** ; *counter, ex, re, trans* + ***act*** + *ion* ; *en* + ***act*** + *ment* ; *ex* + ***act*** + *ness* ; ***actu*** + *al* or *al* + *ly* or *al* + *ity*.

From *nav i gá re, nav i gá tus,* derived from *agere,* come ***nav*** + ***igat*** + *or* or *ion* or (e) ; *circum* + ***nav*** + ***igat*** + *or* or *ion* or (e). From the frequentative † *ag i tá re, ag i tá tus,* derived from *agere,* come ***agitat*** + *or* or *ion* or (e) ; *co* + ***gitat*** + *ion* or (e).[6] From *ac tu á re, ac tu á tus,* derived from *agere,* come ***actuat*** + *ion* or (e).

Helps for the Pupil.—We do not in these **Helps** define, but attempt to point to the paths which may lead to definitions. [1] *Exigency,* something *urging* instant *action.* [2] *Prodigality,* an *urging* into wasteful extravagance. [3] *Ambiguous,* uncertain—note the force of *ambi.* [4] *Cogency,* the *compelling* force of the thought. The [5] *ly* is A.-S.—*actively* is a hybrid, its parts are from different languages. [6] *Cogitate,* to think, involving intellectual *activity.*

Alt,* from *ál tus,* high, lofty.

Alt + *ar* (raised) ; ***alt***(i)*tude.*

From the derivative *ex al tá re, ex al tá tus,* to raise, come *ex* + ***alt*** ; *ex* + ***alt*** + *ed* ; *ex* + ***altat*** + *ion.*

Anim,* from *án i mus,* mind, intellect, feeling, spirit.

Equ (see this root, Lesson VI.) + ***anim*** + *ity* ; ***magn*** (see the root, Lesson XIII.) + ***anim*** + *ous* or *ity* ; ***un*** (see root,

† A frequentative expresses a repetition, or an increase, of the action denoted by the primitive.

Lesson XXIV.) + ***anim*** + *ous* or *ity*; *pusill* (*pusillus*, small, mean) + ***anim*** + *ous* or *ous* + *ly* or *ity*; ***anim*** + *os* + *ity*;[1] ***anim*** + *ad* (the prefix) + ***vert*** (to turn); ***anim*** + *ad* + ***vers*** + *ion*;[2] the true ***anim*** + (us) (L.) of the affair.

Helps for the Pupil.—[1] *Animosity*, the *feeling* hostile. [2] *Animadversion*, the *mind turned* in criticism upon its object; is this metaphorical?

Lesson II.

Remark.—If the pupil is required to write out any part of his work, some form like this may be adopted—the necessary work with the parts of the word, outlined above, not being here set down:—

Word.	Literal Meaning.	Illustration of its Use.
Manage,	*To do something by the hand.*	*The driver manages his horses.* (*Literal.*) *The speaker manages his voice.* (*Metaphorical, since the work is not done by the hand, but by the organs of speech.*)

If the pupil should bring in as an illustration, *The teacher manages his pupils*, he could perhaps see that this use of *manage* is still more metaphorical, since the work is done by nothing physical, but by authority or personal influence.

Ann,* Anni, Annu, (*enni, en*), from *an nus*, a year.

Ann + *al* + *ist* or *al* + *s*;[1] ***anni*** + ***vers*** + *ary*;[2] *bi*, ***cent*** (see root, Lesson IV.), *tri*, *sept* (seven), *mill* (*mille*, thousand), *per* + ***enni*** + *al*; *super* + ***annu*** + *at* + *ed* or *at* + *ion*.

From *an nu á lis*, yearly, come ***annu*** + *al* or *al* + *ly* or *ity*.

Helps for the Pupil.—[1] *Annals*, a relation of the events of the *year*. [2] *Anniversary*, the *annual return* of the day which commemorates some event.

Apt *, (*att, ept*), from *áp tus*, fit or fitted,—the p. p. of obsolete vb., *áp e re*, to fasten, join together.

Apt ; ***apt*** + *ly* or *ness* ; *in* + ***apt*** ; ***apt***(i) + *tude* ; ***att***(i) + *tude* or *tud* (in) + *ize* ; *ad*,[1] *in* + ***ept***.

From the frequentative *ad ap tá re, ad ap tá tus*, to fit, come *ad* + ***apt*** ; *ad* + ***apt*** + *able* or *abil* + *ity* ; *ad* + ***aptat*** + *ion*.

Helps for the Pupil.—[1] *Adept*, one *skilled* in something ; *inept*, *unskillful*.

Bas *, (*bass*), from *bas*, or *bás sus*, low, humble.

Bas(e); ***bas***(e) + *ly* or *ness* or *ment* ; *a*, *de* + ***bas***(e) ; *a*, *de* + ***bas***(e) + *ment* ; ***bass***.[1]

Helps for the Pupil.—[1] *Bass*—what part in music?

Brev *, (*brief*), from *bré vis*, short.

Brev + *ity* or *et* ;[1] ***brev***(i) + *ary* ;[2] ***brief*** (adj.); ***brief*** + *ly* ; ***brief*** (a lawyer's) ; ***brief*** + *less*.

From *ab bre vi á re, ab bre vi á tus*, derived from *brevis*, come *ab* + ***breviat*** + *ion* or (e) ; *a* + ***bridg*** + *ment* or *er* or (e).

Helps for the Pupil.—[1] *Brevet*, applied to a commission, or to an officer of higher rank than that for which he receives pay. [2] *Breviary*, a *compend*, a book of the Church, not the *missal*.

Cad,* Cas, (*cid, cay, ch, casu*), from *cád e re, cá sus*, to fall, to fall out, to perish, to happen.

Cad + *ence* ;[1] *de* + ***cad*** + *ence* or *ency* ; *ac*, *in* + ***cid*** + *ence*[2] or *ent*[3] or *ent* + *al* or *ent* + *al* + *ly* ; *oc* + ***cid*** + *ent*[4] or *ent* + *al* ; *co* + *in* + ***cid*** + *ent* or *ence* or (e) ; *de* + ***cid*** + (u)*ous* ;[5] *de* +

cay ; ***ch*** + *ance* ;[6] *mis, per* + ***ch*** + *ance*. ***Cas***(e) ; *oc* + ***cas*** + *ion*[7] or *ion* + *al* or *ion* + *al* + *ly* ; ***casu*** + *al* or *al* + *ly* or *al* + *ty* or *ist*[8] or *ist* + *ic* + *al* or *ist* + *ry*.

Helps for the Pupil.—Add the meaning of *al* to that of *incident*, taken as a whole, and the meaning of *ly* to *incidental*, taken as a whole. In general, take the more simple combinations first, and use these as wholes in defining other derivatives. [1] *Cadence*, used of the voice only. [2] *Incidence*, a *falling* on or *upon*, as of one line upon another. [3] *Incident*, an *occurrence*. [4] *Occident*—the sun apparently *falls* down where? [5] *Deciduous*—applied to what trees, and why? [6] *Chance*, a *happening*. [7] An *occasion falls* out or happens. [8] *Casuist*, one skilled in *cases* or questions of conduct—*ac*, *ic*, *ist*, and *ism* are the common Gk. suffixes.

Lesson III.

To the Teacher.—The meaning of some prefixes seems almost to have faded out of them in certain combinations. To detect the force of *de* and *re*, for instance, in *deceive* and *receive*, below, is a task too subtile for the pupil. Allow him to give the proper meanings of such words (they are few) as wholes, without a hunt for the separate meaning of each element.

Cap, Capt,* Captur, (*cip, ceiv, cept, ceipt, ceit*), from *cáp e re, cáp tus*, to take, seize, hold.

Cap + *able* or *abil* + *ity* or *acious* or *ac* + *ity* or *acious* + *ness* or *ac* + *it*[1] + *ate* ; *in* + ***cap*** + *able* or *ac* + *ity* or *ac* + *it* + *ate* ; ***prin*** (=***prim***, see root, Lesson XXI.) + ***cip*** + *al*[2] or *le*[3] or *al* + *ity* or *al* + *ly* ; ***muni*** (see root, Lesson XVI.) + ***cip*** + *al* or *al* + *ity* ;[4] ***parti*** (see root, Lesson XVIII.) + ***cip*** + *le*[5] or (i)*al* ; *in* + ***cip*** + (i)*ent* or (i)*ent* + *ly* or (i)*ence* ;[6] *re* + ***cip*** + (i)*ent* or (e) ; *con, de, per, re* + ***ceiv*** + *er* or *able* or (e). ***Capt*** + *ive* or *iv* + *ity* or *iv* + *ate* or *iv* + *at* + *ing* or *or* or (i)*ous* ; *ex, inter, pre* + ***cept*** ; *de, ex, per,*[7] *re* + ***cept*** + *ion* ; *de, per, pre, re, sus* + ***cept*** + *ive* ; *ex* + ***cept*** + *ion* + *al* or *ion* + *able* or

or ; sus + ***cept*** + *ible* or *ibil* + *ity ; pre* + ***cept*** + *or* or *r* + *ess ; re* + ***ceipt*** *; con, de* + ***ceit.*** ***Captur***(e).

From *an tic i pá re* (*anti* for *ante*), *an tic i pá tus,* and *par tic i pá re, par tic i pá tus,* derivatives of *capere,* come *anti* + ***cipat*** + *ion* or *ory* or (e) ; ***parti*** + ***cip*** + *ant ; parti* + ***cipat*** + *ion* or (e). From *e man ci pá re, e man ci pá tus,* a derivative of *capere,* come *e* + ***man*** (see root, Lesson XIII.) + ***cipat*** + *ion* or *or* or (e). From *oc cu pá re, oc cu pá tus,* a derivative of *capere,* come *oc* + ***cup*** + *y* or (i)*er* or *ant* or *ancy ; oc* + ***cupat*** + *ion.* From the frequentative *ac cep tá re. ac-cep tá tus,* come *ac* + ***cept*** *; ac* + ***cept*** + *able* or *able* + *ness* or *ance* or *er ; ac* + ***ceptat*** + *ion.*

Helps for the Pupil.—[1] *It,* a L. n. stem ending. [2] *Principal, first* in importance. [3] *Principle,* that which is *fundamental,* from which something proceeds. [4] *Municipality,* originally, not now, a town *receiving* the rights of Roman citizenship while retaining its own laws. [5] *Participle,* a word *partaking* of two natures. [6] *Incipience,* a *taking* hold of at the *beginning.* [7] *Perception,* the *act* of *taking,* or *that taken,* through the senses into the mind.

Carn *, (*carni, charn, car*), from *cá ro, cár nis,* flesh.

Carn + *al*[1] or *al* + *ly* or *al* + *ity* or *age ; carni* + ***val***[2] (imperative *vale,* be strong ; hence used in farewells) ; ***carni-*** + ***vor*** (to eat) + *ous ; charn* + *el ;*[3] ***car***(r) + *ion.*

From *car ná ti o,* fleshiness, comes [4] ***carnat*** + *ion.* From the derivative *in car ná re, in car ná tus,* come ***in*** + ***carnat*** + *ion*[5] or (e).

Helps for the Pupil.—[1] *Carnal, fleshly ;* how comes the meaning sensual, sinful ? [2] *Carnival,* a *festival* just before Lent, and so, according to Webster (but not Skeat), "a farewell to flesh." [3] *Charnel* houses are houses for the *dead*—vaults and sepulchers. [4] *Carnation,* flesh color. [5] *Incarnation,* putting *into* a *body.*

Lesson IV.

Ced,* Cess, (*ceed, ceas*), from *céd e re, cés sus,* to go, yield, give up.

Ced(e);[1] *ac, con, inter, pre, re, se* + ***ced***(e); *pre* + ***ced*** + *ent* or *ence* or *ency; un* + *pre* + ***ced*** + *ent* + *ed; pro* + ***ced*** + *ure; ante* + ***ced*** + *ent* or *ent* + *ly* or *ence; ex, pro, suc* + ***ceed;*** *pro* + ***ceed*** + *ing* or *s.* *Abs,*[2] *ac, ex, pro, re, suc*[3] + ***cess;*** *ac, con,*[4] *inter, pro, re, se, suc* + ***cess*** + *ion; inter, pre* + *de, suc* + ***cess*** + *or; con, ex, suc* + ***cess*** + *ive; ac* + ***cess*** + *ible* or *ory; in* + ***cess*** + *ant; suc* + ***cess*** + *ful* or *ful* + *ly; an*(=*ante*) + ***cest***(=***cess***) + *or* or *r* + *al* or *r* + *y;* ***ceas***(e); ***ceas***(e) + *less* or *less* + *ly; de* + ***ceas***(e).[5]

From the frequentative *ces sá re, ces sá tus,* we have ***cessat*** + *ion.*

Helps for the Pupil.—[1] *Cede* a territory. [2] *Abscess,* a collection, in any tissue of the body, of pus *withdrawn* from other tissues. [3] *Success,* a *following,* a result; *now,* only a favorable result. [4] *Concession,* a *yielding* to a demand. [5] *Decease,* a *going from* life, death.

Cent,* (*centi*), from *cén tum,* a hundred.

Cent; ***cent*** + *ur* + *y* or *ur* + *ion*[1] or ***enni*** + *al* or ***en*** + *ary* or ***en*** + *ari* + *an; per* + ***cent*** + *age;*[2] ***centi*** + ***ped***(e) (see root, Lesson XIX.) or ***grad***(e)[3] (see root, Lesson X.) or ***gram***[4] or ***meter*** (see root, Lesson XXV.).

Helps for the Pupil.—[1] *Centurion,* a Roman captain of a *hundred.* [2] *Percentage,* the rate per *cent* or on a *hundred.* A [3] *centigrade* thermometer. [4] *Gram,* the unit of weight in the metric system.

Cing,* Cinct, Cinctur, (*shing*), from *cín ge re, cínc tus,* to gird, surround, enclose.

Sur + ***cing*** + *le;*[1] ***shing***[2] + *le* + *s.* *Pre,*[3] *suc*[4] + ***cinct;*** *suc* + ***cinct*** + *ly* or *ness.* ***Cinctur***(e).

Helps for the Pupil.—[1] *Surcingle*, a girth for a horse. [2] *Shingles*, an eruption *encircling* the body. [3] *Precinct*, a district within certain *bounds*. [4] *Succinct*, within narrow *compass*, concise.

Clin,* (*clen, cliv*), from L. form of Gk. *klinein*, to bend, slope, lean.

Clin + *ic* or *ic* + *al* or *ic* + *s*;[1] *de* + ***clen*** + *sion*; *ac*,[2] *de*,[3] *pro*[4] + ***cliv*** + *ity*.

From *in cli ná re, in cli ná tus, dec li ná re, dec li ná tus, rec li ná re, rec li ná tus*, we get *de, in, re* + ***clin***(e); *de, in* + ***clin*** + *able*; *de, in* + ***clinat*** + *ion*; *de* + ***clinatur***(e).

Helps for the Pupil.—In [1] *clinics*, the patients *recline*. In [2] *acclivity*, the *slope* is ascending; in [3] *declivity*, descending. [4] *Proclivity*, a *leaning towards*.

Lesson V.

Cor,* Cord, Cordi, (*cour*), from *cór, cór dis*, the heart.

Cor(e)[1] ***cour*** + *age*;[2] ***cour*** + *age* + *ous* or *age* + *ous* + *ly*; *dis, en* + ***cour*** + *age* or *age* + *ment*. *Ac, con, dis*[3] + ***cord***; *ac, con, dis* + ***cord*** + *ant* or *ant* + *ly* or *ance*; *ac* + ***cord*** + *ing* or *ing* + *ly*;[4] *re* + ***cord***;[5] *re* + ***cord*** + *er* or *er* + *ship*; ***cordi*** + *al*[6] or *al* + *ly* or *al* + *ity*.

Helps for the Pupil.—[1] *Core*, the *heart* of the fruit. [2] *Courage*, the *heart* thought to be its seat. [3] *Discord*, the *heart* thought to be the seat of feeling. [4] *Accordingly*, in *accord* or agreement with. [5] *Record*, a truthful copy, in accord with the facts. [6] *Cordial*, adj., from the *heart*; n., something cheering the *heart*.

Cur,* Curat, (*ur*), from *cu rá re, cu rá tus*, to care for, take care of, heal.

Cur(e); ***cur*** + *able*; ***cur***(e) + *less*; *pro, sine* + ***cur***(e); *se, in* + *se* + ***cur***(e) + *ly*; *se, in* + *se* + ***cur*** + *ity*[1] or (e); *s*(=*se*) + ***ur***(e); *s* + ***ur***(e) + *ly*; *as* + *s, in* + *s* + ***ur*** + *ance* or (e); *re*

*+as+s+***ur**(e). ***Curat**+or* or *ive* or (e);[2] *ac,*[3] *in+ac+* ***curat***(e); *ac, in+ac+* ***curat***(e)*+ly*; *ac, in+ac+* ***cur****+acy.*

Helps for the Pupil.—[1] *Security*, one's *freedom* from *care* because of safety. [2] *Curate*—whose *care* or duty does he take upon himself? [3] *Accurate*—correct because of what taken?

Curr,* Curs, (***curri, corri, cur, cor, couri, cours***), **from** ***cúr re re, cúr sus,*** **to run, move quickly.**

Curr**+ent* or *ency*[1] or *ent+ly; con, oc+* ***curr*+ence;* ***curri****+culum;*[2] ***corri***+(dor); *con, in, oc, re+* ***cur****; suc+* ***cor****;*[3] ***couri****+er.* ***Curs****+ory* or *ori+ly; ex, in+* ***curs****+ion; ex+* ***curs****+ion+ist; ex+* ***curs****+ive* or *ive+ly; dis+* ***curs****+ive;*[4] *pre+* ***curs****+or;* ***cours***(e); ***cours****+er* or *ing.*

Helps for the Pupil.—[1] *Currency*—what *circulates?* [2] *Curriculum*, *course* of study. [3] *Succor*, to *run under*, or to the aid of. [4] *Discursive*, *running* from one thing to another.

Dict,* (***ditt***), **from** ***díc e re, díc tus,*** **to say, pronounce.**

Ad,[1] *contra, e, inter, pre, ver* (=*verus*, true)*+* ***dict****; **dict** +ion* or *ion+ary; bene, contra, inter, juris*[2] (from *jus, juris*, justice), *male, pre,* ***val***(e) (see Lesson III., under ***Carn***)*+* ***dict****+ion; contra,* ***val***(e)*+* ***dict****+ory;* ***ditt***+(o)[3] (It.).

From the frequentative *dic tá re, dic tá tus,* we have *in+* ***dict****+ment;*[4] ***dictat****+ion* or *or* or *or+ship* or *or*+(i)*al* or *or*+(i)*al+ly* or (e). From *di cá re, di cá tus,* to proclaim, devote, consecrate, we have *ab, de, in, pre+* ***dicat***(e); *ab, de, in, pre+* ***dicat****+ion.*

Helps for the Pupil.—[1] *Addict*, to *devote to.* [2] *Jurisdiction*, sphere or limits within which one may *declare* or apply the law. [3] *Ditto*, *said*, or aforesaid. [4] *Indictment*, the *statement* in detail of one's offence.

Lesson VI.

Dign,* (***digni, deign, daint, dain***), **from** ***díg nus,*** **worthy.**

Dign + *ity* or *it* + *ary*; *in* + ***dign*** + *ity*; *con* + ***dign***;[1] ***digni*** + *fy*; ***deign***;[2] ***daint*** + *y*[3] or *i* + *ly* or *i* + *ness*; *dis* + ***dain***;[4] *dis* + ***dain*** + *ful* or *ful* + *ly* or *ful* + *ness*.

From *in dig ná ri, in dig ná tus*, derivative of *dignus*, we get *in* + ***dign*** + *ant* or *ant* + *ly*; *in* + ***dignat*** + *ion*.

Helps for the Pupil.—[1] *Condign, suitable* to the fault. [2] *Deign,* to think *worthy*. A [3] *dainty* morsel. [4] *Disdain, not* to think *worthy*.

Duc,* Duct, (***duk, duch, duit***), **from** ***dú ce re, dúc tus,*** **to lead, to bring forward.**

Ad, con, de, e, in, intro, pro, re, se, re + *pro, super* + *in, tra* + ***duc***(e); ***duc*** + *al* or *at*;[1] *con* + ***duc*** + *ive* or *ive* + *ness*; *con, de, e, re* + ***duc*** + *ible*; ***duk***(e);[2] ***duk***(e) + *dom*; ***duch*** + *ess* or *y*. ***Duct***;[3] ***duct*** + *ile*[4] or *il* + *ity*; *ab, con, de, in, pro, aque* (*aqua*, water), ***vi***(a) (road) + ***duct***; *ab, de, intro, pro, re* + *pro, se* + ***duct*** + *ion*; *de, in, pro, se* + ***duct*** + *ive*; *con* + ***duct*** + *or* or *r* + *ess*; *con* + ***duit.***[5]

From *ed u cá re, ed u cá tus*, derivative of *educere*, we have *e* + ***ducat*** + *ion* or *or* or *ed* or *ion* + *al* or *ory* or (e).

Helps for the Pupil.—[1] *Ducat*, first coined in the *duchy* of Apulia, and bearing the word *ducatus*. [2] *Duke*, originally a *leader* in battle. [3] *Duct*, a *passage*. [4] *Ductile*, capable of being *drawn* out, or elongated. [5] *Conduit*, a canal *conducting* water.

Equ,* (***equi***), **from** ***æ quus,*** **equal, just.**

Equ + *al* or *al* + *ize* or *al* + *ity*; *co, un* + ***equ*** + *al*; *co, in* + ***equ*** + *al* + *ity*; ***equi*** + *nox*[1] (*nox, noctis*, night) or *nocti* + *al* or ***val*** + *ent*[2] or ***val*** + *ence* or ***voc*** (see root, Lesson XXIV.) + *al*.[3]

From the derivative noun *æ qui tas, æ qui tá tis,* come ***equit*** + *y* or *able* or *abl* + *y* ; *in* + ***iquit*** + *y* or *ous* or *ous* + *ly*. From the derivative verb *æ quá re, æ quá tus,* come ***equa*** + *ble* or *bil* + *ity* ; *e* + ***quat*** + *ion* [4] or *or* [5] or *ori* + *al* ; *ad, in* + *ad* + ***equat***(e) ; *ad, in* + *ad* + ***equat***(e) + *ly* ; *ad, in* + *ad* + ***equa*** + *cy*.

Helps for the Pupil.—[1] *Equinox,* time of *equal* day and *night.* [2] *Equivalent,* of *equal value.* [3] *Equivocal,* doubtful, because open, *equally,* to two or more *interpretations.* In an [4] *equation* what are equal? [5] *Equator*—what does this line divide, and into what parts ?

Lesson VII.

Fa,* Fat, (***f, far***), **from** ***fá ri, fá tus,*** **to speak.**

Af + ***fa*** + *ble* [1] or *bil* + *ity* or *bl* + *y* ; ***fa*** + *ble* [2] or *bul* + *ous* ; *in* + *ef* + ***fa*** + *ble* ; *in* + *f* + *ant* [3] or *ancy* or *ant* + *ile* or *ant* + *ine* ; ***multi*** (see root, Lesson XVI.) + ***far*** + (i)*ous* ; [4] *ne* + ***far*** + (i)*ous* [5] or (i)*ous* + *ly* or (i)*ous* + *ness.* ***Fat***(e) ; [6] ***fat*** + *al* [7] or *al* + *ism* [8] or *al* + *ist* or *al* + *ity* ; *pre* + ***fat*** + *ory* ; *pre* + ***fa*** + *ce*.

Helps for the Pupil.—[1] *Affable* (the *ble* of *able*), easily *spoken to.* [2] *Fable* (the *ble* of *bulum*), that by which something is *said* or taught. [3] *Infant,* one *unable* to *speak.* [4] *Multifarious,* literally, *many-speaking,* hence various. [5] *Nefarious, contrary* to what is divinely *spoken,* hence wicked. [6] *Fate, spoken* by the gods or some power behind them, hence fixed, unalterable. [7] *Fatal,* unalterably destructive. [8] *Fatalism,* the doctrine that things are *fated* and so necessary.

Fac, Fact,* Factur, (***fic, fy, fair, feat, feas, fash, featur, feitur***), **from** ***fác e re, fác tus,*** **to do, to make.**

Fac + *totum* [1] (*totus,* everything) ; ***arti*** (*ars, artis,* art, skill), *bene, of* (=*op, ops,* ability, help, aid), ***sacri*** (see

root, Lesson XXI.) + ***fic*** + (i)*al* or (i)*al* + *ly* or (e); *bene* + ***fic*** + *ent* or *ence* or (i)*ary*; *ef*,[2] *in* + *ef*, *pro*, *suf* + ***fic*** + (i)*ent* or (i)*ency* or (i)*ent* + *ly*; *in* + *suf* + ***fic*** + (i)*ent* or (i)*ent* + *ly*; *de* + ***fic*** + *it*[3] or (i)*ent* or (i)*ency*; *ef* + ***fic*** + *acious* or *acy*; (***fy***, meaning to make, is found, as a suffix, in derivatives too numerous to mention; as, magni*fy*, rari*fy*, etc.); *af* + ***fair*** (Fr. *à faire*, to be done). ***Fact***;[4] ***fact*** + *or* or *ory* or *or* + *ship* or *ion*[5] or (i)*ous*; *bene* + ***fact*** + *or* or *ion*; ***manu*** (see root, Lesson XIII.) + ***fact*** + *ory*;[6] *de*, *ef*, *in*,[7] *per*, *im* + *per* + ***fect***; *con*, *de*, *in*, *per*, *im* + *per* + ***fect*** + *ion*; *de*, *ef* + ***fect*** + *ive* or *ive* + *ly* or *ive* + *ness*; ***feat***;[8] *de* + ***feat***; ***feas*** + *ible*[9] or *ibil* + *ity*; ***fash*** + *ion*[10] or *ion* + *able* or *ion* + *abl* + *y*; *counter*, *sur* (= *super*), *for* (*foris*, out of dòors) + ***feit***.[11] ***Manu*** + ***factur*** + *er* or (e); ***featur***(e); *for* + ***feitur***(e).

From the derivative adj. *fác il is* and noun *fa cíl i tas*, *fa cil i tá tis*, come ***fac*** + *ile* or *il* + *ity*; ***facult*** + *y*; *dif* + ***ficult***; *dif* + ***ficult*** + *y*; ***facilitat***(e). From the frequentative *af fec tá re*, *af fec tá tus*, come *af*, *dis* + *af* + ***fect***; *af*, *dis* + *af* + ***fect*** + *ion*; *af*, *dis* + *af*, *un* + *af* + ***fect*** + *ed*; *af* + ***fectat*** + *ion*.[12]

Helps for the Pupil.—[1] *Factotum*, a *doer* of *everything*. [2] *Efficient*, able of or *out of* or from itself to *produce* something, an *effect*. [3] *Deficit*, what is wanting. [4] *Fact*, something *done*; hence = truth, as, *in fact*. [5] *Faction*, those *acting* together in opposition to others. [6] *Manufactory*, the word remains, though *machinery* has largely taken the place of the *hand*. [7] *Infect*, to taint by *communicating* something noxious. A [8] *feat*, as of swimming. [9] *Feasible*, that *may be done*. [10] *Fashion*, the *make* of a thing. [11] *Forfeit*, that lost by some *misdeed*. [12] *Affectation*, an assumption, a trying to seem what one is not.

Lesson VIII.

To the Teacher.—The words most frequently used should be selected if not all are taken. All are useful, some more useful than others.

Fer,* Lat,* (*lay*), from *fér re, lá tus*, to bear, carry.

Con, de, dif, in, ***luci***[1] (*lux, lucis,* light), *of, pre, prof* (=*pro*), *re, suf, trans*+***fer***; *circum, con, de, dif, in, pre, re, trans*+***fer***+*ence*; *suf*+***fer***+*er* or *ance* or *ing*; *pre, re, suf, trans*+***fer***+*able*; *dif*+***fer***+*ent* or *ent*+*ly*; *coni* (*conus,* cone), *flori* (*flos, floris,* flower), *fructi* (*fructus,* fruit), *pesti* (*pestis,* pest), ***voci*** (see root, Lesson XXIV.)+***fer***+*ous. Col, di, e, ob,*[2] *pre, pro,*[3] *re, trans*+***lat***(e); *col, ob,*[4] *re, cor*+*re, trans*+***lat***+*ion*; *di*+***lat***+*ory*[5] or *ori*+*ness*; *ab,*[6] *il,*[7] *re, cor*+*re, super*+***lat***+*ive*; *de* (=*di*)+***lay***.

From the derivative *fér ti lis* come ***fert***+*ile*[8] or *il*+*ity* or *il*+*ize* or *il*+*iz*+*er*.

Helps for the Pupil.—[1] *Lucifer,* the *light-bringer*—Venus as morning star; by a strange interpretation of Isa. xiv. 12, applied to Satan. [2] *Oblate,* pushed, or *borne,* out at the sides; [3] *prolate,* at the poles. [4] *Oblation=offering.* [5] *Dilatory, deferred, delayed.* [6] *Ablative* case is that denoting separation, *bearing* away *from.* [7] *Illative,* applied to the process of reasoning or *inferring.* [8] *Fertile, bearing* richly.

Fid,* from *fíd e re*, to trust.

Con+***fid***+*ent*[1] or *ant*[2] or *ent*+*ly* or *ence* or *ent*+(i)*al* or *ent*+(i)*al*+*ly* or (e); *dif*+***fid***+*ent*[3] or *ent*+*ly* or *ence.*

From the derivative *fíd e lis,* faithful, come ***fid***+*el*+*ity*; *in*+***fid***+*el*; *in*+***fid***+*el*+*ity.* From the noun *fí des* come *per*+***fid***+*y* or (i)*ous* or (i)*ous*+*ly*; *de*+***fy***;[4] *de*+***fi***+*ant* or *ant*+*ly* or *ance*; ***fai*** (Fr. *fei* or *foy*)+*th* or *th*+*ful* or *th*+*ful*+*ly* or *th*+*ful*+*ness* or *th*+*less* or *th*+*less*+*ly*.

Helps for the Pupil.—[1] *Confident, trusting,* assured. [2] *Confidant,* the *one trusted.* [3] *Diffident, distrustful* of self. [4] *Defy,* to disown or *renounce faith* in, to dare.

Fin,* Finit, from ***fi ní re, fi ní tus,*** **to end.**

Fin(e) ;[1] *con,*[2] *de, re* + ***fin***(e) ; *con, de, re* + ***fin***(e) + *ment ; de, in* + *de* + ***fin*** + *able ;*[3] ***fin*** + *ish* or *ish* + *er.* ***Finit***(e) ; ***finit***(e) + *ly* or *ness ; in* + ***finit*** + *ive* or *y* or *ude* or (e) ; *de* + ***finit*** + *ion* or *ive* or (e).

From the derivative *fi ná lis* we have ***fin*** + *al ;* ***fin*** + *al* + *ly* or *al* + *ity.* From the derivative *fi ná re,* to furnish a fine or tax or subsidy, we have ***fin*** + *ance* or *anc* + (i)*al* or *anc* + *ier.*

Helps for the Pupil.—[1] *Fine,* a sum paid settles, *ends,* a matter ; *fine,* adj., what is well *finished* is *fine.* [2] *Confine,* to place *within bounds.* [3] *Definable,* that may have *bounds,* or an *end,* set to it.

Lesson IX.

To the Teacher.—Sometimes two suffixes are found in a word—the second *adding* nothing to, only repeating, the meaning of the first. *Al,* in *genetical* and *generical* below, seems only to duplicate the *ic.*

Frang,* Fract, Fractur, (***frag, fring***), **from** ***frán ge re, frác tus,*** **to bend, break, subdue.**

Frang + *ible* or *ibil* + *ity ; in, re* + ***frang*** + *ible* or *ibil* + *ity ;* ***frag*** + *ment* or *ment* + *ary ; suf* + ***frag***[1](e) ; *ir* + *re* + ***frag*** + *able* or *abl* + *y ; in* + ***fring***(e) ; *in* + ***fring***(e) + *ment.* ***Fract*** + *ion* or *ion* + *al* or *ion* + *s ; in, re* + ***fract ; in, re*** + ***fract*** + *ion ; re* + ***fract*** + *ory* or *ori* + *ness.* ***Fractur***(e).

From *frág i lis* we have ***frag*** + *ile* or *il* + *ity ;* ***fra*** + *il ;* ***fra*** + *il* + *ty* or *il* + *ness.*

Helps for the Pupil.—[1] *Suffrage,* perhaps from a *broken piece,* or potsherd, used in *voting.* For other aid, see the ***Model*** preceding Lesson I.

Fund, Fus,* (*found, font*), from *fún de re, fú sus,* to melt, to pour, pour out, shed.

Re+***fund***;[1] *re*+***fund***+*er* or *ment*; ***found***;[2] ***found***+*er* or *ry*; ***font***.[3] ***Fus***(e); *con, dif, in, pro, suf, trans*+***fus***(e); ***fus***+*ion* or *ible*; *con, dif, ef, in, pro, trans*+***fus***+*ion*; *dif, ef*+***fus***+*ive.*

From derivative *fú ti lis,* pouring forth vain talk, we get ***fut***+*ile*[4] or *il*+*ity.*

Helps for the Pupil.—[1] *Refund,* to pour, or to pay, back. [2] *Found,* to melt, and pour into a mould. [3] *Font* of type. [4] *Futile,* vain, empty.

Gen, Genit, (*geni, genu, gend, genet*), from *gíg ne re* (or *gi gén e re*), to beget, produce. **Gener,*** from *gé nus, gén er is,* kind, race, class, species.

Indi (=*in*)+***gen***+*ous*;[1] *pro*+***gen***+*y*; (***gen*** is found as a suffix in many Greek words; as, hydro*gen*, oxy*gen*, endo*gen*, exo*gen*); *homo,*[2] *hetero*[3]+***gen***+(e)*ous*; ***geni***+*al*[4] or *al*+*ity* or *al*+*ly* or (us) (L.); *in*+***geni***+*ous*;[5] ***genu***+*ine*; *in*+***genu***+*ous*[6] or *ous*+*ness* or *ous*+*ly* or *ity*; ***gend*** (the *d* excrescent) +*er*; *en*+***gend***+*er*. ***Genit***+*ive*[7] or *al* or *or*; *pro*+***genit***+*or*; *con*+***genit***+*al*; ***genet***+*ic*[8] or *ic*+*al*. ***Gener***+*al* or *al*+*ity* or *al*+*ize* or *al*+*iz*+*at*+*ion* or *ic* or *ic*+*al* or *ic*+*al*+*ly* or *ous*[9] or *os*+*ity*; *con*+***gener***.

From the derivative *gens, gén tis,* we have ***gent***+*le*[10] or *eel* or *ly* or *ry* or *le*+*ness* or *ile.* From the derivative *gen e rá re, gen e rá tus,* we have ***generat***+*ion* or *ive* or *or* or (e); *de, re*+***generat***+*ion* or *ive* or (e).

Helps for the Pupil.—[1] *Indigenous, born* in, and hence native to. [2] *Homogeneous, like* in *kind*; [3] *heterogeneous, unlike* in *kind.* [4] *Genial,* pleasant, *kindly.* [5] *Ingenious,* gifted with inventive *genius.* [6] *Ingenuous, high born,* frank, noble. [7] *Genitive,* the source case, the *of* case. [8] *Genetic,* pertaining to source or production. [9] *Generous,* liberal, catholic; a quality supposed to belong to high, noble birth. [10] *Gentle,* mild, refined; a quality supposed to belong to those of a class, or *gens.*

Lesson X.

To the Teacher.—Seek for variety in conducting the recitation. One or two different English words, for instance, may be assigned to each of a number of pupils, at the board, or at their seats. These they are to analyze, placing the plus sign between prefixes, root, and suffixes, and underlining the root. An illustration of the use of each word should then be written. This is more important than writing a literal definition.

Grad, Gress,* (*gred, gradu, gree*), from *grá di, grés sus*, to step, walk, go.

Grad(e);[1] *retro*+*grad*(e) ; *grad*+*al*+*ion* or *al*+*ion*+*al* ; *in*+*gred*+(i)*ent* ;[2] *gradu*+*al* or *al*+*ly* or *al*+*ion* or *ate* ;[3] *de*+*gree*. *Con, di, e, in, pro, trans*+*gress* ; *ag, trans*+*gress*+*or* ; *ag*,[4] *di, pro, re, retro, trans*+*gress*+*ion* ; *ag, di, pro*+*gress*+*ive*.

From the derivative *deg ra dá re, deg ra dá tus*, come *de*+*grad*(e) ; *de*+*gradat*+*ion*.

Helps for the Pupil.—[1] *Grade*, a *step* in rank. [2] *Ingredient*, that which *enters into* a compound. [3] *Graduate*, one elevated to a *grade* or *degree*. [4] *Aggression*, the *going* out towards, or *to*, in hostility.

Grat,* (*gratu, grati, grac, gre*), from *grá tus*, pleasing, deserving thanks, thankful ; *grá tis*, by favor, without reward.

Grat(e)+*ful* or *ful*+*ly* or *ful*+*ness* ; *in*+*grat*(e) ; *gratu*+*ity* or *it*+*ous* ; *grati*+*tude* ; *in*+*grati*+*tude* ; *grac*(e) ; *grac*(e)+*ful* or *ful*+*ly* or *ful*+*ness* or *less* or *less*+*ness* ; *dis*+*grac*(e) ; *dis*+*grac*(e)+*ful* or *ful*+*ly* ; *grac*+(i)*ous* or (i)*ous*+*ly* or (i)*ous*+*ness* ; *a, dis'*+*a*+*gre*(e) ; *a, dis*+*a*+*gre*(e)+*able* or *able*+*ness* or *abl*+*y* or *ment*.

From the derivative *grat i fi cá re, grat i fi cá tus*, come

grati+fy; grati+ficat+ion. From the derivative *grat-u lá ri, grat u lá tus,* come ***gratulat+ion*** or *ory or* (e); *con+**gratulat**+ion* or *ory* or (e).

Helps for the Pupil.—[1] *Disagree, not* to accord with or be *agreeable* to.

Hospit,* (*host, hot, ost*), from *hós pes, hós pi tis,* one who entertains, or a guest.

***Hospit**+al*[1] or *al+ity*[2] or *able; **host**;*[3] ***host**+ess; **host**+el* or ***host**+el+ry=**hot**+el; **host**+l+er=**ost**+l+er.*[3]

Helps for the Pupil.—[1] *Hospital,* a *building* for *guests,* sick people. [2] *Hospitality,* the generous *entertainment* of guests. [3] *Host,* the *entertainer. Hostler,* now [4] *ostler;* once the *inn-keeper,* now the *groom.*

Lesson XI.

Ject*, (*jet, jut*), from *jác e re, jác tus,* to lay, throw, cast.

*Ab, e, in, inter, ob, pro, re, sub+**ject**; de, e, in, inter, ob, pro, re, sub+**ject**+ion; ad, ob, sub+**ject**+ive;*[1] *ob, pro+**ject**+or; ob+**ject**+ion+able; ab+**ject**+ly* or *ness; de+**ject**+ed* or *ed+ly* or *ed+ness;*[2] ***jet**;*[3] ***jet**+(t)y;*[4] ***jut**.*

From the derivative *ja cé re,* to lie, we have *ad+**jac**+ent* or *ency; circum, super+**jac**+ent.* From the derivatives *con jíc e re, con jéc tus,* and *e jac u lá ri, e jac u lá tus,* we have *con+**jectur**+al* or *al+ly* or (e);[5] *e+**jaculat**+ion*[6] or *ory* or (e).

Hints for the Pupil.—[1] *Subjective,* of the mind, or the *internal* world, in distinction from *objective,* of the *external* world. [2] *Dejectedness,* state of being *cast down.* [3] *Jet, a throwing,* or *that thrown forth.* [4] *Jetty,* a *projection,* as a wharf. [5] *Conjecture,* to *throw together,* or throw out, as a guess. [6] *Ejaculation,* uttered, or *thrown out,* suddenly.

Jung, Junct,* Junctur, (*join, joint, jointur*), **from *júnge re, júnctus,* to bind, connect, unite.**

***Join*; *join* + *er*; *ad, con, dis, en, re, sub* + *join*; *joint*; *joint* + *ly*. *Junct* + *ion*; *con, dis, in* + *junct* + *ion*;[1] *con, dis, sub* + *junct* + *ive* or *ive* + *ly*. *Junctur*(e); *con, dis* + *junctur*(e); *jointur*(e).**

From *ju gá re, ju gá tus,* derived from *jugum,* a yoke, we get *con* + *jug* + *al*[2] or *al* + *ly* or *al* + *ity*; *con, sub* + *jugat* + *ion* or (e)[3].

Helps for the Pupil.—[1] *Injunction,* an *enjoining,* a mandate. [2] *Conjugal,* pertaining to those *joined* in marriage. [3] *Subjugate,* literally, to cause to *pass under* the *jugum,* or yoke.

Jur,* Jurat, from *ju rá re, ju rá tus,* to take an oath, make oath.

Ab, ad, con, per + *jur*(e); *jur* + *y*[1] or *or*; *per* + *jur* + *y* or *or*; *con* + *jur* + *or*[2] or *er*;[3] *ab, ad, con* + *jurat* + *ion.*

Helps for the Pupil.—[1] *Jury*—what is administered to a jury? [2] *Conjuror,* one bound to *others* by an *oath.* [3] *Conjurer,* a juggler, one who practises magic arts.

Lesson XII.

To the Teacher.—Do not let the pupil overlook the common metaphorical uses of words. Have him see that in saying, *Collect* your thoughts, *Recall* or *recollect* what he said, *Outline* the lesson, you are using the words *collect, recall, recollect,* and *outline* not literally, but figuratively, metaphorically.

Lat,* see Fer.*

Leg,* Legat, from *le gá re, le gá tus,* to bring forward, to send on an embassy, to depute, to leave by will.

Al + *leg*(e). *Legat* + *ee* or (e); *leg* + *acy*;[1] *legat* + *ion*; *al, de* + *legat* + *ion*; *de* + *legat*(e);[2] *re* + *legat* + *ion* or (e).[3]

Helps for the Pupil.—[1] *Legacy*, that *left by will*. [2] *Delegate*, one *deputed* or appointed. [3] *Relegate*, to *send back*.

Leg, Lect,* Lectur, (*lig, less*), **from** ***lég e re, léc tus,*** **to read, gather, choose.**

Leg + *ible* or *ibil* + *ity* or *ion*;[1] *il* + ***leg*** + *ible* or *ibil* + *ity*; *col* + ***leg***(e);[2] *e, in* + *e* + ***leg*** + *ance* or *ant*;[3] ***leg*** + *end*[4] or *end* + *ary*; *e*,[5] *in* + *e, intel* + ***lig*** + *ible* or *ibil* + *ity*; *di*,[6] *neg, intel* + ***lig*** + *ent* or *ence* or *ent* + *ly*. *Col, dia*,[7] *e, intel*,[8] *neg, re* + *col, se* + ***lect***; *col, e, pre* + *di*,[9] *re* + *col, se* + ***lect*** + *ion*; *e, col* + ***lect*** + *or*; ***less*** + *on*. ***Lectur***(e); ***lectur*** + *er*; ***lectur***(e) + *ship*.

Helps for the Pupil.—[1] *Legion*, a *chosen* body of men. [2] *College*, a *collection* of persons, a seminary. [3] *Elegant*—what would *well-chosen* manners or style be? [4] *Legend*, once, that *appointed to be read*; now, a mythical story. [5] *Eligible*, qualified *to be chosen*. [6] *Diligent*, opposed to *negligent*; *painstaking* in the matter *chosen*. [7] *Dialect*, language *read* and *spoken* throughout a limited region. [8] *Intellect*, the faculty of *choosing*, distinguishing, *knowing*. [9] *Predilection*, a bias disposing one to a certain *choice*.

Liber,* from ***lí ber,*** **free, frank, acting at one's pleasure.**

Liber + *al* or *al* + *ly* or *al* + *ity* or *al* + *ism* or *al* + *ize*; *il* + ***liber*** + *al* or *al* + *ity*.

From the derivative noun *líb er tas, lib er tá tis,* we have ***libert*** + *y* or *ine*[1] or *in* + *ism*. From the derivative verb *lib e rá re, lib e rá tus,* come ***liberat*** + *ion* or *or* or (e); *de* + ***liver***;[2] *de* + ***liver*** + *er* or *ance* or *y*.

Helps for the Pupil.—[1] *Libertine*, one whose *liberty* has become mere *license*. [2] *Deliver*, to *free from*.

Lin,* from ***lí num, lín e a,*** **flax, thread.**

Lin(e); ***lin*** + *en*[1] or *t*;[2] ***lin***(e) + *ar* or *age*[3] or *al* or (a) *ment*; ***lin***(n) + *et*;[4] ***lin*** + seed.

From *de lin e á re, de lin e á tus,* a derivative from *linea,* we have *de* + ***lineat*** + *or* or *ion* or (e).[5]

Helps for the Pupil.—[1] *Linen* is made of what ? and [2] *lint* of what? [3] *Lineage, line* of descent. [4] *Linnets* feed on what ? [5] *Delineate,* to *outline.*

Liter,* from *lít e ra,* a letter.

Liter + *al*[1] or *al* + *ly* or *ary.*[2]

From the derivative adj. *lit e rá tus* come ***literat***(e) ; *il* + ***literat***(e) ; *il* + ***literat***(e) + *ly* or *ness ; il* + ***litera*** + *cy ; al* + ***literat*** + *ion*[3] or *ive.* From the derivative *lit e ra tú ra* comes ***literatur***(e).

Helps for the Pupil.—[1] *Literal, according* to the *letter.* [2] *Literary,* pertaining to *letters* or *literature.* [3] *Alliteration,* repetition of the *same letter* at the beginning of successive words.

Lesson XIII.

Loc,* Locat, (*loco, lieu*), from *lo cá re, lo cá tus,* to place, arrange.

Loc + *al* or *al* + *ize* or *al* + *ity ;* ***loco*** + ***mot*** (see root, Lesson XVI.) + *ion*[1] or ***mot*** + *ive ;* ***lieu*** + ***ten*** (see root, Lesson XXVIII.) + *ant* or ***ten*** + *ancy.* ***Locat*** + *ion* or (e) ; *col, dis* + ***locat*** + *ion* or (e).

Helps for the Pupil.—[1] *Locomotion, movement* from place to *place.*

Loqu,* Locut, from *ló qui, lo cú tus,* to speak, to talk.

Loqu + *acious* or *ac* + *ity ;*[1] *col, ob, soli* (see root, Lesson XXII.) + ***loqu*** + *y ; e, magni* + ***loqu*** + *ent* or *ence ; col* + ***loqu*** + (i)*al* or (i)*al* + *ly ;* ***soli*** + ***loqu*** + *ize ;*[2] *ventri* (*venter,* belly) + ***loqu*** + *ist*[3] or *ism. Circum* + ***locut*** + *ion ; e* + ***locut*** + *ion* or *ion* + *ary* or *ion* + *ist.*

Helps for the Pupil.—[1] *Loquacity, talkativeness.* [2] *Soliloquize,* to *talk alone* and to one's self. [3] *Ventriloquist,* one making his voice seem to come from some other than its real source.

Lud,* Lus, from ***lū de re, lú sus,*** **to play, laugh at, sport with.**

Al,[1] *de,*[2] *e, inter, pre* + ***lud***(e). *Al, col,*[3] *de, e, il*[4] + ***lus*** + ***ion*** or ***ive*** or ***ive*** + ***ly***.

From the derivative adj. ***lú di crus,*** we have ***ludi*** + (cr) ***ous*** or (cr) ***ous*** + ***ly*** or (cr)***ous*** + ***ness***.

Helps for the Pupil.—[1] *Allude,* to *hint at,* refer to, not to speak fully of. [2] *Delude,* to *play with* in order to deceive. In [3] *collusion,* men *play* into *each other's* hands. [4] *Illusion,* a deceptive appearance.

Magn,* (*magni*), from *mág nus,* great.

Magn + ***anim*** + ***ous*** or ***anim*** + ***ity*** ; ***magn*** + ***ate*** ; ***magni*** + ***fy*** or ***fi*** + ***er*** or ***fic*** + ***ent*** or ***fic*** + ***ent*** + ***ly*** or ***fic*** + ***ence*** or ***tude***.

From the derivative *ma jés tas* come ***majest*** + ***y*** or ***ic*** or ***ic*** + ***al*** or ***ic*** + ***al*** + ***ly***. From the derivatives *ma gís ter, mag is trá tus,* come ***magister*** + (i)***al*** or (i)***al*** + ***ly*** ; ***master*** ; ***master*** + ***ly*** or ***ful*** or ***ship*** or ***less*** or ***y*** ; ***magistrat***(e), ***magistra*** + ***cy***.

Man,* (*manu, main*), from *má nus,* the hand.

Man + ***ag***(e) ; ***man*** + ***ag***(e) + ***ment*** or ***ag***(e) + ***able*** ; ***man*** + (a)***cle*** (dim. of *manica,* a glove) or ***œuvre***[1] or ***ure***[2] ; ***bi, quadru*** (four) + ***man*** + ***ous*** ; ***manu*** + ***al*** or ***al*** + ***ly*** ; ***manu*** + ***fact*** + ***ory*** ; ***manu*** + ***factur*** + ***er*** or ***factur***(e) ; ***manu*** + ***mit***[3] (see root, Lesson XV.) or ***miss*** + ***ion*** or ***script*** (see root, Lesson XXI.) ; ***a*** + ***manu*** + ***ens*** + (is) (L.) ; ***main*** + ***tain***[4] (see root, Lesson XXVIII.) or ***tain*** + ***able*** or ***tain*** + ***er*** or ***ten*** + ***ance***.

From the derivative *manière* (Fr.), we have ***man***(n) + ***er*** or ***er*** + ***ly*** or ***er*** + ***li*** + ***ness***[5] or ***er*** + ***ism*** ;[6] ***un*** + ***man***(n) + ***er*** +

ly or *er*+*li*+*ness*. From the derivative *e man ci pá re, e man ci pá tus,* we have *e*+***man***+***cipat***+*ion* or ***cipat***+*or* or ***cipat***(e). From the derivative *ma nip u lá tim* we get ***mani***+(pulat)+*ion* or (pulat)+*or* or (pulat)(e).

Helps for the Pupil.—[1] *Manœuvre* and [2] *manure* are the same word, and = work by the hand. The *chief work* on the farm is to fertilize; hence it came to be called to *manure*, and the word was then transferred as a noun to the fertilizer. [3] *Manumit*, to *send from* one's *hand* a slave, to release. [4] *Maintain*, to *hold* by the *hand*, to support. [5] *Mannerliness, civil manners.* [6] *Mannerism, peculiar* style, or *manner*, offensively prominent.

Lesson XIV.

Mar,* (*mari*), from *má re,* the sea.

Mar+*ine* or *in*+*er*; *sub, trans, ultra*+***mar***+*ine*; ***mari***+*time*.

Mater,* (*matr, matri*), from *má ter, má tris,* mother.

Mater(n)+*al* or *ity*; ***matr***+*ix* or *on* or *on*+*ly* or *on*+*ize*; ***matri***+*mony* or *moni*+*al*.

From the derivative *ma té ri a,* matter, we get ***materi***+*al* or *al*+*ly* or *al*+*ity* or *al*+*ist* or *al*+*ist*+*ic* or *al*+*ism*;[1] ***mat***(t)+*er*[2] or *er*+*less*.

Helps for the Pupil.—[1] *Materialism*, a doctrine attaching undue importance to *matter*. [2] *Matter*, the substance, and so, as it were, the *mother* of *material* things.

Medi,* from *mé di us,* middle.

Medi+(um) (L.) or *al* or *ocr*(e) or *ocr*+*ity* or *ev* (*ævum*, age)+*al* or *terr* (*terra*, earth)+*an*+*ean*.[1]

From *me di á re, me di á tus,* we get ***mediat***+*or*[2] or *ion*

or *ori+al* or (e); *im,*[3] *inter+mediat*(e); *im, inter+mediat*(e)+*ly.*

Helps for the Pupil.—[1] *Mediterranean*—the sea named from its lying between what? [2] *Mediator, one coming* in *between* to reconcile. [3] *Im*, the negative.

Ment,* from *mens, mén tis,* the mind.

Ment+al or *al+ly; de+ment+ed.*

Merc,* (*merci, merch, market*), from *mer cá ri, mer cá tus,* to trade.

Merc+er or *ant+ile; com+merc*(e); *Merc+ur+y*[1]; *com+merci+al* or *al+ly; merch+ant* or *and* (=*ant*)+*ize* or *ant+able; market* (from *mercat,* the p.p. root); *market+able.*

Helps for the Pupil.—[1] *Mercury,* the god of *trade.*

Merg,* Mers, from *mér ge re, mér sus,* to plunge into, to sink.

Merg(e); *e, im, sub+merg*(e); *e+merg+ent* or *ence* or *ency;*[1] *sub+merg+ence. E, im, sub+mers+ion; im, sub+merse*(e).

Helps for the Pupil.—[1] *Emergency,* a pressing necessity suddenly *arising.*

Lesson XV.

Migr,* Migrat, from *mi grá re, mi grá tus,* to go from place to place.

Migr+ant; e, im+migr+ant. Migrat+ion or *ory* (birds) or (e); *e, im, trans+migrat+ion* or (e).

Mir,* Mirat, (*mira, mirr*), from *mi rá ri, mi rá tus,* to look at, wonder or marvel at.

Mir+age;[1] *ad+mir+able*[2] or *abl+y* or *er* or *ing* or *ing*

+ly; mira+cle (= *culum*) or *cul+ous* or *cul+ous+ly; mirr+or.* *Ad+mirat+ion.*

The Fr. *merveille,* from the derivative *mi ráb i lis,* gives us *marv+el* or *el+ous* or *el+ous+ly* or *el+ous+ness.*

Helps for the Pupil.—[1] *Mirage*—what is the optical illusion, called *mirage,* which *causes wonder?* [2] *Admirable,* the mere *wonder* passing now into *approbation.*

Mitt,* Miss, (*mit, mis*), **from** *mít te re, mís sus,* **to send, cast, throw, let go.**

Ad, re+mitt+ance; re+mitt+ent[1] or *er; inter+mitt+ent*[2] or *ing+ly; com+mitt+ee* or *al; ad, com, e, inter, manu, o, per, re, sub, trans+mit.* ***Miss+ive*** or *al*[3] or *ile*[4] or *ion* or *ion+ary; re+miss; re+miss+ness;*[5] *ad, com, e, inter, manu, o, per, re, sub, trans+miss+ion; ad, per, trans+miss+ible; per, sub+miss+ive; com+miss+ion +er; com, e+miss+ary; com+pro, de, pre, pro,*[6] *sur+ mis*(e).

Helps for the Pupil.—[1] *Remittent, slackening* in effort. [2] *Intermittent, periodic* in effort. [3] *Missal,* the mass-book—*mass* from *missa est* (the congregation is dismissed), with which words the service closes. [4] *Missile,* that *thrown.* [5] *Remissness, slackness.* [6] *Promise,* to *put,* or *send forth,* a binding declaration.

Mon,* Monit, (*monu*), **from** *mo né re, món i tus,* **to advise, remind, warn.**

Ad+mon+ish; sum+mon;[1] *sum+mon+er* or *s; monu+ment*[2] or *ment+al.* ***Monit+or*** or *ion* or *ory* or *or+ship; ad, pre+monit+ion* or *ive* or *ory.*

Helps for the Pupil.—[1] *Summon,* to *warn* to appear. [2] *Monument,* that by which people are *reminded* of something.

Mort,* from ***mors, mór tis,*** death.

Mort + *al* or *al* + *ity* or *al* + *ly* or ***main***[1] or gage[2]; *im* + ***mort*** + *al* or *al* + *ize* or *al* + *ity*.

From the derivative *mor ti fi cá re, mor ti fi cá tus,* come ***morti*** + *fy* or ***ficat*** + *ion*[3].

Helps for the Pupil.—[1] *Mortmain*, property passing to the Church was inalienable, passed, as it were, into the *hands* of a *dead* man. [2] *Mortgage*, land held by *mortgage* became lost, or *dead*, to the *mortgagor*, on breach of the condition. [3] *Mortification*, the metaphorical meaning is *death* of pride.

Lesson XVI.

To the Teacher.—For oral recitation, a Latin root-word, *movere*, for instance, may be put on the board. Different pupils may name the several root-forms from this. These may be written in a column beneath. Other pupils may be asked to give the prefixes and the suffixes that unite with each root-form. Write the prefixes in a column to the left of the root-form and the suffixes in a column to the right, thus:—

im *re*	***Mov***	*able* *abl* + *y* *ed* *er*
e *com* *pro* *re*	***Mot***	*er* *ion* *ive* *or*, etc.

etc.

Then let other pupils combine these into words, explain the meaning of each prefix, root-form, and suffix, and illustrate the use of the words which they compose.

Mov, Mot,* (*mo*), from ***mo vé re, mó tus,*** to move.

Mov + *er* or *able* or *abl* + *y*; *im* + ***mov*** + *able* or *abl* + *y*;

re + ***mov*** + *al* or *able* or *ed* + *ness* or (e); ***mov***(e); ***mov***(e) + *ment*. ***Mot*** + *ion* or *or* or *ive*;[1] *e* + ***mot*** + *ion*[2] or *ion* + *al* or *ive*; *pro* + ***mot*** + *ion* or *ive* or *er*; *pro*, *re* + ***mot***(e); *com* + ***mot*** + *ion*; ***mo*** + *ment*[3] or *ment* + *ary* or *ment* + *ly* or *ment* + *ous*[4] or *ment* + *ous* + *ly* or *ment* + (um) (L.); ***mo*** + *b* (the *b* from the ending *bilis* or *bile* in *móbilis*, *móbile*, easily moved).

Helps for the Pupil.—[1] *Motive*, a reason for *change* of purpose, for *movement*. [2] *Emotion*, *movement*, agitation, of the feelings; the feeling itself. [3] *Moment*, an instant of time; of importance. [4] *Momentous*, of *moving* force.

Mult* or Multi, from *múltus*, many.

Multi + *tude* or *tud* + (in) + *ous* or ***ply*** (see Lesson XX. for the four roots *ply*, *plic*, *ple*, *pli*) or ***plic*** + *ity* or ***ple*** or ***pli*** + *er* or ***plic*** + *and* or ***plicat*** + *ion* or ***form*** (shape or form) or ***form*** + *ity* or ***far*** + (i)*ous*.

Mun,* (*mon*, *muni*), from *múnus*, *múneris*, a duty, an office, a gift.

Im + ***mun*** + *ity*;[1] *com* + ***mun*** + *ity*[2] or *ist* or *ion* or (e); *com* + ***mon***;[3] *com* + ***mon*** + *er* or *ly* or *al* + *ty* or *ness* or *s*; ***muni*** + ***fic*** + *ent*[4] or ***fic*** + *ent* + *ly* or ***fic*** + *ence*.

From the derivatives *com mu ni cá re*, *com mu ni cá tus*, and *re mu ne rá ri*, *re mu ne rá tus*, we have *com* + ***munic*** + *ant* or *able*; *com* + ***municat*** + *ion* or *ive* or (e); *ex* + *com* + ***municat*** + *ion* or (e); *re* + ***muner*** + *able*; *re* + ***munerat*** + *ion*[5] or *ive* or (e).

Helps for the Pupil.—[1] *Immunity*, *exemption* from *duty*. [2] *Community*, *all sharing*. [3] *Common*, *shared* by *all*. [4] *Munificent*, *making* lavish *gifts*. [5] *Remuneration*, *giving*, or *that given*, in *return*.

Nasc, Nat,* Natur, from ***nás ci, ná tus,*** to be born.

Nasc + *ent* or *ency.*[1] ***Nat*** + *al* or *ion*[2] or *ion* + *al* or *ion* + *al* + *ity* or *ion* + *al* + *ize* or *ive* or *iv* + *ity; in, cog* + ***nat***[3](e). ***Natur*** + *al* or *al* + *ly* or *al* + *ness* or *al* + *ize* or *al* + *ist* or *al* + *iz* + *at* + *ion* or (e);[4] *un, preter, super* + ***natur*** + *al.*

Helps for the Pupil.—[1] *Nascency,* state of *birth.* Etymologically, but not in fact, [2] *nation* names a people of the *same birth* or stock. [3] *Cognate, born with* one. [4] *Nature,* etymologically, the idea of *birth* predominates.

Nav,* from ***ná vis,*** ship.

Nav (e);[1] ***nav*** + *al* or *y.* (For *navigate,* etc., see **Ag.**)

From the derivatives *naú ti cus* and *nau se á re, nau se á tus,* we have ***naut*** + *ic* + *al* or *ic* + *al* + *ly; **nause*** + *ous* or (a);[2] ***nauseat*** + *ion* or (e).

Helps for the Pupil.—[1] *Nave,* the body of the church, likened to a *ship.* [2] *Nausea, sea*-sickness—appropriate?

Lesson XVII.

Not,* from ***nós ce re, nó tus,*** or ***gnós ce re, gnó tus,*** to know.

Not (e);[1] ***not*** + *er* or *ed* or *ice* or *ice* + *able* or *ion* or *ion* + *al* or *ori* + *ous.*[2]

From the derivative *no ti fi cá re, no ti fi cá tus,* to make known, we have ***noti*** + *fy* or *ficat* + *ion.* From *ig no rá re,* not to know, we have *i* (= *in*) + ***gnor*** + *ant* or *ance* or *amus*[3] or (e). From the derivatives *nó bi lis, ig nó bi lis,* we have ***no*** + *ble*[4] or *bil* + *ity* or *bl* + *y* or *ble* + *ness; i* + ***gno*** + *ble* or *bl* + *y* or *ble* + *ness.* From *no tá re, no tá tus,* come ***not*** + *able* or *abl* + *y* or *abil* + *ity;* ***notat*** + *ion; de, con* + ***not***(e); *an, de, con* + ***notat*** + *ion; an* + ***notat***(e). From

cog nós ce re, cóg ni tus, we have *co*+***gniz***+*ance* or *ant* or *able*; *co*+***gnit***+*ion*; *re*+*co*+***gniz***+*ance* or *able* or (e); *re*+*co*+***gnit***+*ion*; *in*+*co*+***gnit***+(o) (It.).

Helps for the Pupil.—[1] *Note*, a mark by which a thing is *known*. [2] *Notorious*, with us, *known* for *bad* qualities. [3] *Ignoramus*, a blockhead; but really, *amus* is the 1st per. plu. indic. ending of L. verb; hence *ignoramus* = *we are ignorant*. [4] *Noble*, *known* for *good* qualities.

Numer,* Numerat, (***number***), **from** ***nu me rá re, nu me rá tus,*** **to count, to number.**

Numer+*al* or *al*+*ly* or *ous* or *ous*+*ly* or *ous*+*ness* or *ic*+*al* or *ic*+*al*+*ly*; *in*+***numer***+*able*; *super*+***numer***+*ary*;[1] ***number***; ***number***+*er* or *less*. ***Numerat***+*ion* or *or* or (e); *e*+***numerat***+*ion* or (e).

Helps for the Pupil.—[1] *Supernumerary*, *one* in *excess*.

Nunci,* Nunciat, (***nounc***), **from** ***nun ci á re, nun ci á tus,*** **to proclaim, report.**

Nunci+(o[1]) (It.); *an, de,*[2] *e, pro,*[3] *re*+***nounc***(e); *an, de, e*+***nounc***(e)+*ment*; *pro*+***nounc***(e)+*able*; *an, e, re*+***nunciat***+*ion or* (e); *pro*+***nunciat***+*ion*; *de*+***nunciat***+*ion* or *or* or *ory*.

Helps for the Pupil.—[1] *Nuncio*, a papal *ambassador*. [2] *Denounce*, to *proclaim* threateningly. [3] *Pronounce*, to utter or *speak forth*.

Ocul,* from ***óc u lus,*** **eye.**

Ocul+*ar* or *ist* or *ar*+*ly*; *bin*+***ocul***+*ar*.

From the derivative *in oc u lá re, in oc u lá tus,* we have *in*+***oculat***+*ion* or *or* or (e).[1]

Helps for the Pupil.—[1] *Inoculate*, to engraft a bud, or *eye*, of one tree into another.

Lesson XVIII.

Par,* Parat, (*ver, pair*), from *pa rā re, pa rā tus*, to see, to get ready, or make ready.

Com, pre+par (e); *com, in+com, in+se, re, ir+re, se+par+able* or *abl+y; com+par+*(is) (Fr.)*+on; se, dis+se+ver; se, dis+se+ver+ance; se+ver+al*[1] or *al+ly; re+pair. Pre, re, se+parat+ion; com+parat+ive; pre+parat+ory; ap+parat+*(us) (L.).

Helps for the Pupil.—[1] *Several, once,* many taken *separately; now,* not necessarily one by one.

Parl * from Fr. *parler*, to talk.

Parl+ance or *or*[1] or (ia)*ment*[2] or (ia)*ment+ary* or (ia)*ment+ari+an* or *ey.*[3]

Helps for the Pupil.—[1] *Parlor,* the room for *talk.* [2] *Parliament, talking,* and then a *place* for it. [3] *Parley,* a conference.

Part,* (*port, parti, par, pars*), from *pars, pár tis*, a piece, portion, share.

Part; a, counter+part; part+y or *ly; a, de, com+part+ment; port+ion* or *ion+less; ap+port+ion* or *ion+ment; pro+port+ion*[1] or *ion+al* or *ion+able; parti+al*[2] or *al+ly* or *al+ity* or *cle* or *cul+ar* or *cul+ar+ize* or *cul+ar+ity; par+cel; pars*(e).[3]

From *par tí re, par tí tus,* to divide, come *partit+ion* or *ive* or *ive+ly; de, im+part; de+part+ure; partn+er=partit+ion+er; partn+er+ship.* (For *participate,* etc., see **Cap.**)

Helps for the Pupil.—[1] *Proportion,* relation between *parts,* harmonious arrangement of *parts,* etc. [2] *Partial,* appertaining to a *part* in distinction from the *whole.* [3] *Parse,* to *tell* the *parts* of speech.

Past,* Pastur, from ***pás ci, pás tus,*** to feed.

Past + *or*[1] or *or* + *al* or *or* + *ship* or *or* + *ate*; *re* + ***past.***[2] ***Pastur***(e); ***pastur*** + *age* or *er.*

Helps for the Pupil.—[1] *Pastor,* a *shepherd,* real or metaphorical. [2] *Repast,* a *meal, food.*

Pat, Pass,* (***pati***), from ***pa ti ri, pás sus,*** to suffer.

Com,[1] *in* + *com* + ***pat*** + *ible* or *ibil* + *ity* or *ibl* + *y*; ***pati*** + *ent*[2] or *ent* + *ly* or *ence*; *im* + ***pati*** + *ent* or *ent* + *ly* or *ence.* ***Pass*** + *ion* or *ive* or *ion* + *ate*; *im* + ***pass*** + *ive* or *ion* + *ed*;[3] *com* + ***pass*** + *ion* or *ion* + *ate* or *ion* + *ate* + *ly.*

Helps for the Pupil.—[1] *Compatible,* agreeing with each other, each *suffering* the other. [2] *Patient, suffering,* the one *suffering,* but without murmur. [3] *Impassioned,* the *im* adding force, intensity.

Pater,* (***patr, patri***), from ***pá ter, pá tris,*** father; ***pá tri a,*** father-land.

Pater + (n)*al* or (n)*ity*; ***patr*** + *on* or *on* + *age* or *on* + *ize* or *on* + *ess*; ***patri*** + *mony*; ***patri*** + *ot* or *ot* + *ic* or *ot* + *ism* or *ot* + *ic* + *al* + *ly*; *com* + ***patri*** + *ot*; *ex* + ***patri*** + *at* + *ion* or (e).

Helps for the Pupil.—[1] *Compatriot,* a *fellow-countryman.*

Lesson XIX.

To the Teacher.—In reviews you may give Latin root-words, and require pupils to write or give all the root-forms from these, used in English, with one or more words in which each root-form is found.

The teacher will see that a great variety in manner of recitation may easily be devised.

Ped,* from ***pes, pé dis,*** foot.

Ped + *al* or *estr* + *ian* or *est* + *al*; *bi,* ***quadru*** + ***ped***; *bi,* ***quadru*** + ***ped*** + *al.*

From the derivatives *ex pe dí re, ex pe dí tus,* to free from, to make easy, and *im pe dí re, im pe dí tus,* we get *ex+**pedi**+ent* or *ency; ex+**pedit**+ion* or (i)*ous+ly;*[1] *im+**ped**(e); im+**pedi**+ment.*[2]

Helps for the Pupil.—[1] *Expeditiously,* with *hurrying feet.* [2] *Impediment,* literally, something by which the *feet* are *obstructed;* how used metaphorically?

Pell,* Puls, (*pel, pelt*), **from** *pél le re, púl sus,* **to drive, push, strike.**

*Pro+**pell**+er; com, dis, ex, im, pro, re+**pel**. **Puls**(e);*[1] *im, re+**puls**(e); com, ex, im, pro, re+**puls**+ion* or *ive; **pelt**.*[2]

From the derivative *pul sá re, pul sá tus,* we have ***pulsat**+ion* or *ive* or *ory* or (e).

Helps for the Pupil.—[1] *Pulse,* the blood *driven* in *beats.* [2] *Pelt,* to *beat.*

Pend,* Pens, from *pen dé re, pén sus,* **to hang, rely upon.**

*Ap, de, im, sus+**pend**; **pend**+ant* or *ent* or *ul*+(um) (L.) or *ul+ous; de, in+de+**pend**+ent* or *ence; ap+**pend**+age* or *ix; sus+**pend**+er+s. **Pens**+ile; sus+**pens**+ion* or (e).

Pend,* Pens, (*pendi*), **from** *pén de re, pén sus,* **to weigh out, consider, pay out.**

Com, ex, s (=*dis*), *sti* (*stips,* a gift given in small coin)+ ***pend**; com+**pendi**+*(um[1]) (L.) or *ous* or *ous+ly; sti+**pendi**+ary. Dis,*[2] *ex*[3]*+**pens**(e); ex+**pens**+ive* or *ive+ly* or *ive+ness; **pens**+ion* or *ion+er* or *ive*[4] or *ive+ly.*

From the derivatives *com pen sá re, com pen sá tus,* and *dis pen sá re, dis pen sá tus,* we get *com+**pensat**+ion* or

(e); *re*+*com*+***pens***(e); *dis*+***pens***+*er* or *able* or *able*+*ness* or *ary*;[5] *in*+*dis*+***pens***+*able* or *able*+*ness*; *dis*+***pensat***+*ion*[6] or *ive* or *ory*.

Helps for the Pupil.—[1] *Compendium*, an abridgment. [2] *Dispense*, to *deal out* in portions; what is it to *dispense with*? [3] *Expense*, literally, weighed out, as gold still is in the Bank of England; cost. [4] *Pensive*, thoughtful, *considering*. [5] *Dispensary*—place where what is done? [6] *Dispensation*, the act of, or the government, *meting out*.

Pet,* Petit, (*petu, peat*), from *pét e re pe tí tus*, to ask, to seek, to rush at, to fly to.

Com+***pet***(e); *com*+***pet***+*ent* or *ence*; *in*+*com*+***pet***+*ent* or *ence*; *im*+***pet***+(us) (L.); *centri* (center)+***pet***+*al*; *im*+***petu***+*ous* or *ous*+*ly* or *ous*+*ness* or *os*+*ity*; *re*+***peat***; *re*+***peat***+*er* or *ed* or *ed*+*ly*. ***Petit***+*ion* or *ion*+*er* or *ion*+*ary*; *com, re*+***petit***+*ion*; *com*+***petit***+*or* or *ive*; *ap*+***petit***(e).

Lesson XX.

Plet,* found in compounds of *plé re*, to fill.

Com, de,[1] *in*+*com, re*[2]+***plet***(e); *com, in*+*com*+***plet***(e)+*ly* or *ness*; *com, de, in*+*com, re*+***plet***+*ion*; *ex*+***plet***+*ive*.[3]

Helps for the Pupil.—Note the force of *de* and *re* in [1] *deplete* and [2] *replete*. [3] *Expletive*, used to fill out.

Plic,* Plicat, or Plicit, (*ple, pli, ply, ploy, play, plex*), from *pli cá re, pli cá tus*, to fold, bend, turn.

Com, du, multi, sim[1] (= *semel*, once)+***plic***+*ity*; *ac*+*com*+***plic***(e); *sim, sup*+***ple***; *sim*+***pli***+*fy*; ***pli***+*ant* or *able* or *ancy* or *abil*+*ity* or *able*+*ness*; ***ply***; *ap, com, im, mis*+*ap, multi, re*+***ply***;[2] *em*+***ploy***;[3] *em*+***ploy***+*er* or

ment; de+ploy; dis+play;[4] *com, du, multi+plex. Ex,*[5] *im*[6]*+plicit; ex, im+plicit+ly* or *ness. Ap, du, im, mis+ap, multi, re, sup+plicat+ion;*[7] *com, du, ex, im, sup+plicat*(e).

Helps for the Pupil.—[1] *Simplicity*, literally, state of being single, uncombined, *without fold.* How does it get its meaning of absence of cunning, or of sagacity? How does *duplicity* mean cunning, deceit? [2] *Reply*—what is *returned* in a reply? [3] *Employ*, to involve, *infold*, by using, occupying. [4] *Display*, to *unfold*, as a flag, to show. [5] *Explicit*, *unfolded*, and hence distinctly seen; [6] *implicit*, *folded in*, the meaning only *implied.* [7] *Supplication*, the leg from the knee down *bent under* in kneeling in prayer.

Pon,* Posit, Postur, (*pound, post*), **from *pón e re, pós-it us,* to place.**

Post+pon(e); *post+pon*(e)*+ment; com, de, ex, op+pon+ent; com, ex, pro+pound. De+posit; posit+ion* or *ive*[1] or *ive+ness* or *iv+ist; ap, com, op+posit*(e); *ap, com, de, de+com, dis, ex, im, inter, juxta, op, pre, pro, sup, trans+posit+ion; com, de, ex+posit+or; de+posit+ory*[2] or *ary;*[3] *post;*[4] *post+al* or *age; com, im+post; im+post+or*[5] or *ure. Postur*(e).

Helps for the Pupil.—[1] *Positive*, *placed*, *fixed*, in opinion. [2] *Depository*, the place where things are *placed;* [3] *depositary*, the one with whom. [4] *Post*, a stake *fixed* in the ground; a military station; a position of duty. How a conveyance for letters? [5] *Impostor*, one who *imposes* upon others, deceives them.

Port,* Portat, from *por tá re, por tá tus,* to carry, convey, bear along.

Port;[1] *com, de, dis, ex, im, s* (=*dis*), *sup, pur,*[2] *trans+port; port+able* or *able+ness* or *er* or *er+age* or *ly* or *li+ness; ex, im, re, sup+port+er* or *able; im+port+*

ant[3] or *ance; de+port+ment; de, ex, im, trans+portat +ion.*

Helps for the Pupil.—[1] *Port, carriage* of the body. [2] *Purport,* meaning *carried,* tenor of. [3] *Important, carrying* something of *weight,* or *importance,* within.

Port,* (*porch*), **from *pór ta,* a gate or door.**

Port;[1] ***port*+*al*** or ***er*** or *r*+***ess*** or *ic*+(o) (It); ***porch.***

Helps for the Pupil.—[1] *Port, opening,* as in *port*-hole.

Lesson XXI.

Pos,* from Fr. *poser,* to place; Low Latin, *pau sá re.*

Pos(e) (attitude); *com, de, ex, im, inter, op, pro, pur, re, sup, trans*+***pos***(e); *com*+***pos***+***er*** or ***ure*** or *ed*+***ly*** or *ed*+***ness***; *pro*+***pos***+***al***; *ex*+***pos***+***ure.***

Prim,* (*prin, pri*), from *prí mus,* first.

Prim(e);[1] ***prim***+***er*** or *al* or *ary* or *it*+***ive*** or *ev* (*ævum,* age)+*al*; ***prin***+***cip***+***le*** or ***cip***+*al* or ***cip***+*al*+*ly* or ***cip***+*al*+*ity* or ***cip***+*al*+***ship***; ***prin***[2]+*c*(e) (*c*(e) from *capere,* to take); ***prin***+*c*(e)+*ly* or *c*(e)+*dom* or *c*+***ess***; ***pri***+***or*** (ending of the L. comparative) or ***or***+*ity* or *ory.*[3]

Helps for the Pupil.—[1] *Prime, first* in quality. [2] *Prince,* the *principal* person. [3] *Priory,* the house presided over by a *prior.*

Sacr,* (*sacri, secrat*), from *sa crá re, sa crá tus,* to set apart as sacred, to dedicate.

Sacr+*ed* or *ed*+*ly* or *ed*+*ness*; ***sacr***(a)+*ment* or *ment* +*al*; ***sacri***+***fic***+(i)*al* or ***fic***(e); ***sacri***+***leg***+(i)*ous* or ***leg*** +(i)*ous*+*ly* or ***leg***(e). *Ex*+***ecr***(=***secr***=***sacr***)+*able;*[1] *ex*+

ecrat(=*secrat*) + *ion* or (e) ; *con, de* + *secrat* + *ion* or *or* or (e).

Helps for the Pupil.—[1] *Execrable,* worthy of the curse pronounced upon things *not sacred,* unholy.

Sci,* from *sci re, sci tus,* to know.

Sci + *ence* or *ent*(i) + *fic* or *ent*(i) + *fic* + *al* or *ent*(i) + *fic* + *al* + *ly ; con, pre* + *sci* + *ence ;*[1] *con* + *sci* + *ous* or *ous* + *ness ;*[2] *con* + *sci* + *ent* + (i)*ous*[3] or *ent* + (i)*ous* + *ly* or *ent* + (i)*ous* + *ness ; omni*(all) + *sci* + *ent* or *ence ; un* + *con* + *sci* + *ous* or *ous* + *ness* or *ly.*

Helps for the Pupil.—[1] *Prescience,* a knowing beforehand, *foreknowledge.* [2] *Consciousness,* a *knowing with one's self.* [3] *Conscientious,* governed by *conscience,* behaving by the rules of right.

Scrib,* Script, Scriptur, (*scriv, scrip*), from *scrib e re scrip tus,* to write.

Scrib(e) ; *a, circum, de, in, pre, pro, sub, super, trans* + *scrib*(e); *sub* + *scrib* + *er ; scrib* + (b)*le or* (b)*l* + *er ; scriv* + *en* + *er.*[1] *Script ; con, manu, non* + *de, post, re, tran* + *script ; a, circum, con, de, in, pre, pro, sub, super, tran* + *script* + *ion ; de, pre, pro* + *script* + *ive ; scrip. Script-ur*(e); *scriptur* + *al.*

Helps for the Pupil.—[1] *Scrivener,* once, a money lender ; now, one who *draws contracts* and other *writings.*

Sent,* Sens, (*senti, sensu*), from *sen ti re, sen sus,* to feel, think, perceive.

As, con, dis, re + *sent ; dis* + *sent* + *er ; s*(c)*ent ;*[1] *sent* + *ence ;*[2] *sent* + *ent* + (i)*ous*[3] or *ent* + (i)*ous* + *ly ; re* + *sent* + *ment* or *ful ;*[4] *senti* + *ent* or *ment* or *ment* + *al* or *ment* + *al* + *ism ; pre* + *senti* + *ment. Sens*(e); *sens*(e) + *less* or

less + *ly*; ***sens*** + *ible* or *ibl* + *y* or *ibil* + *ity*; *non* + ***sens***(e); *non* + ***sens*** + *ic* + *al*; ***sensu*** + *al* or *al* + *ity* or *ous* or *ous* + *ly*.

From the derivative adjs. *sen sá tus* and ***sensitif***, we have ***sensat*** + *ion* or *ion* + *al* or *ion* + *al* + *ly*; ***sensit*** + *ive* or *ive* + *ness*.

Helps for the Pupil.—[1] *Scent*, something *perceived* by the nose. [2] *Sentence*, containing a *thought*. [3] *Sententious*, weighty with *thought*. [4] *Resentful*, literally, *full* of the *feeling* toward one which he has toward you; now, full of *indignation*, anger.

Lesson XXII.

Sequ,* Secut, (***sec, sequi, su, sect, suit***), **from *sé qui, se cú tus*, to follow.**

Sequ + *el* or *ent* or *ence*; *con* + ***sequ*** + *ent* or *ence* or *ent* + *ly*; *sub* + ***sequ*** + *ent* or *ent* + *ly*; ***sec*** + *ond*[1] (= *und*, the gerundive suffix = the pres. part.) or *ond* + *ary* or *ond* + *ari* + *ly* or *ond* + *ly*; *ob* + ***sequi*** + *es* or *ous*[2] or *ous* + *ly*; ***su***(e); *en*, *pur* + ***su***(e); *pur* + ***su*** + *ant* or *ance* or *er*. *Per*, *pro* + ***secut*** + *ion* or *or* or (e); *con* + ***secut*** + *ion* or *ive* or *ive* + *ly*; *ex* + ***ecut*** (= ***secut***) + *ion* or *ive or ion* + *er* or *or* or *r* + *ix*; ***sect***;[3] ***sect*** + *ary* or *ari* + *an* or *ari* + *an* + *ism*; ***suit***; ***suit*** + *able*[4] or *able* + *ness* or *or* or (e);[5] *pur* + ***suit***.

Helps for the Pupil.—[1] *Second*, next after first, called *second* because it *follows* the first. [2] *Obsequious*, submissively *following* the will of another. [3] *Sect*, *followers* of some one. [4] *Suitable*, *follows* the style of, adapted to. [5] *Suite* of rooms; a train of *followers*.

Sol,* (***soli***), **from *só lus*, alone.**

Sol(e); ***sol***(e) + *ly*; ***sol*** + (o) (It.); ***soli*** + ***loqu*** + *y* or ***loqu*** + *ize*; ***soli*** + *tude*.

From *sól i tas* come ***solit*** + *ary* or *ari* + *ly*. From the

derivative *des o lá re, des o lá tus,* we have *de*+***solat***(e)+*ly* or *ness; de*+***solat***+*ion* or (e).

Spec,* or Spic, Spect, (***spici, speci, spy, spi***), **from *spéc* (or *spíc*)*e re, spéc tus,* to look at.**

Au (=*av,* from *avis,* bird)+***spic***+*es*;[1] *de*+***spic***+*able*[2] or *abl*+*y*; ***spic***(e);[3] *su*+***spic***+*ion*;[4] *su, au, in*+*au*+***spici***+*ous*[5] or *ous*+*ly*; ***speci***+*al* or *ous*[6] or *al*+*ty* or *es*[3] or (e);[3] *e*+***speci***+*al*; ***speci***+*men*; ***spy***; *e*+***spy***; *e*+***spi***+*al* or *on*+*age. A, circum, pro, re, retro, su*+***spect***; *circum, intro, retro*+***spect***+*ion*; *intro, pro, re, retro*+***spect***+*ive*; *re*+***spect***+*able*[7] or *abl*+*y* or *abil*+*ity* or *ful* or *ful*+*ly.*

From the derivatives *con spíc u us, per spíc u us,* we get *con, per*+***spicu***+*ous* or *ous*+*ly* or *ous*+*ness*; *per*+***spicu***+*ity.* From the frequentative *spec tá re, spec tá tus,* we get ***specta***+*cle* (=*cule*) or *cle*+*s*; ***spectat***+*or*; *ex*+***pect*** (=***spect***); *ex*+***pect***+*ant*; *ex*+***pectat***+*ion*; *in*+***spect***; *in*+***spect***+*ion* or *or* or *or*+*ship.* From the derivative *spec i fi cá re, spec i fi cá tus,* we get ***speci***+***fic*** or ***fy*** or ***fic***+*al* or ***fic***+*al*+*ly* or ***ficat***+*ion.* From *spec u lá ri, spec u lá tus,* to explore, watch, we get ***speculat***+*ion* or *ive* or (e).

Helps for the Pupil.—[1] *Auspices,* once, omen from the flight of *birds;* under the *auspices* of=under the patronage of. [2] *Despicable,* deservedly *looked down* upon. [3] *Spice,* [3] *species,* [3] *specie*—things of a *kind,* or *class,* have generally *like visible* forms, hence, on the authority of G. P. Marsh, *species* came to mean *kind, class;* among the *kinds* or *classes* of Eastern merchandise were drugs and condiments, hence these were called *spices; species* is the *visible* form in distinction from that which *represents* it, hence *specie* was taken to name gold and silver when paper money appeared as their representative. [4] *Suspicion,* a *looking askance at,* or with mistrust. [5] *Auspicious,* the *omen favorable.* [6] *Specious, appearing* well, plausible, but the *appearance deceptive.* [7] *Respectable,* literally, *worth looking at again.*

Lesson XXIII.

Spir,* Spirat, (*spirit, spright, sprit*), **from** ***spirá re, spirá tus,*** **to breathe.**

*A, con, in, per, re, re+in, tran+**spir**(e); ex+**pir** (=**spir**)(e);*[1] *a+**spir**+ant.*[2] *A, in, per, re, tran+**spirat** +ion; **spirit**; **spirit**+less* or *ed* or *ed+ly* or *ed+ness; **spright**; **spright**+ly* or *ful; **sprit**(e).*

From the derivative *spir it u á lis,* we have ***spiritu**+al* or *al+ly* or *al+ize* or *al+ity* or *al+ism* or *al+ist* or *ous.*

Helps for the Pupil.—[1] *Expire,* to *breathe out,* die. [2] *Aspirant,* he who *pants for* something.

Stru,* Struct, Structur, (*stroy*), **from** ***strú e re, strúc tus,*** **to make, build, arrange.**

Con,[1] *mis*[2]*+con+**stru**(e); in+**stru**+ment*[3] or *ment+al* or *ment+al+ly* or *ment+al+ist* or *ment+al+ity; de+**stroy;***[4] *de+**stroy**+er. Con, in, ob+**struct**; con, de, in, ob+**struct**+ion* or *ive* or *ive+ly; con, in+**struct**+or. **Structur**(e); super+**structur**(e).*

Helps for the Pupil.—[1] *Construe,* to *set* in *order,* to translate; [2] *misconstrue,* to *set amiss,* to misunderstand or misrepresent. [3] *Instrument,* a machine for *making* something. [4] *Destroy,* to *unbuild,* pull down.

Sum,* Sumpt, (*sumptu*), **from** ***sú me re*** (***sub+ém e re***), ***súmp tus,*** **to arrogate, to take up, to spend.**

*As, con, pre, re+**sum**(e); as, con, pre, re, un+as+**sum** +ing; con, in+con, pre, re+**sum**+able; con+**sum**+er. As, con, pre, re+**sumpt**+ion* or *ive; **sumptu**+ous*[1] or *ous+ly* or *ary; pre+**sumptu**+ous*[2] or *ous+ly.*

Helps for the Pupil.—[1] *Sumptuous, expensive,* luxurious. [2] *Presumptuous, taking* liberties unduly, *rashly.*

Tang, Tact,* (*ting, tag, tigu, tain, teg, tegr, tactu, tast*), **from** *tán ge re, tác tus,* **to touch, to reach, to handle.**

Tang + *ent* or *ency* or *ible* or *ibl* + *y* or *ibil* + *ity* or *ent* + (i)*al* ; *con* + *ting* + *ent*[1] or *ent* + *ly* or *ency* ; *con* + *tag* + *ion*[2] or (i)*ous* or (i)*ous* + *ness* ; *con* + *tigu* + *ous*[3] or *ous* + *ly* or *ous* + *ness* or *ity* ; *at* + *tain* ; *at* + *tain* + *able*[4] or *able* + *ness* or *ment* ; *in* + *teg* + *er* ;[5] *in* + *tegr* + *al* or *ity*.[6] ***Tact*** ;[7] *tact* + *ile* ; *con, in* + *tact* ; *tactu* + *al* ; *tast*(e);[8] *tast*(e) + *less* or *less* + *ness* ; *tast*(e) + *ful*[9] or *ful* + *ly* or *ful* + *ness*.

From the derivative *in te grá re, in te grá tus,* come *in* + *tegr* + *ant* ; *in* + *tegrat* + *ion* or (e).

Helps for the Pupil.—[1] *Contingent, touching,* resting upon, and so *dependent.* [2] *Contagion,* transmission of disease by *touch* or *contact.* [3] *Contiguous, touching.* [4] *Attainable, reachable.* [5] *Integer, untouched,* whole. [6] *Integrity,* character *untouched,* sound. [7] *Tact, skill* in *touching,* in handling. [8] *Taste,* literally, to *touch* with *tongue* or palate. [9] *Tasteful,* agreeable to our *taste* (metaphorical?) for the beautiful.

Lesson XXIV.

To the Teacher.—The pupil, made familiar by this work with the roots, prefixes, and suffixes used in these lessons, can never go far astray in his use of the many English words which they form. Such an acquaintance with these words as shall enable him to employ them intelligently and correctly is an attainment to be coveted, one worth all the labor and pains it costs him and you. We know no better road to it than that which, under your direction, he is following.

Un,* Unit, (*uni*), **from** *u ní re, u ní tus,* **to join, make one;** *u nus,* **one.**

Un + *ion* or *anim* + *ous* or *anim* + *ity* ; *dis, re* + *un* + *ion* ; *tri* + *un*(e);[1] *un* + *ique* ; *uni* + *corn* (*cornu,* horn) or *son* (*sonus,* sound, harmony) or *voc* (see root below) + *al* or *vers* (*vertere,* to turn) + *al* or *vers* + *al* + *ity* or *vers* (e) or

form or ***form*** + *ity* or ***fy***. ***Unit*** (one); ***unit*** + *y*[2] or *ari* + *an* or (e); *dis, re* + ***unit***(e).

Helps for the Pupil.—[1] *Triune, three* in *one.* [2] *Unity, oneness.*

Ut,* Us, Usur, (***usu***), **from *ú ti, ú sus,* to use.**

Ut + *ens* (=*ent*) + *il*; ***ut*** + *il* + *ity* or *il* + *ize* or *il* + *iz* + *at* + *ion* or *il* + *it* + *ari* + *an*. ***Us*** + *able* or *age*; *per* + ***us*** + *al*; *ab* + ***us*** + *ive* or *ive* + *ly*; ***us***(e); *ab,*[1] *dis, mis, per* + ***us***(e); ***us***(e) + *ful* or *ful* + *ly* or *less* or *less* + *ly*; ***usu*** + *al* or *al* + *ly*. ***Usur*** + *y*[2] or *er* or *i* + *ous.*

Helps for the Pupil.—[1] *Abuse,* to *use wrongly.* [2] *Usury,* now, unlawful charge for the *use* of money.

Vid,* Vis. (***vey, vic, view***), **from *vi dé re, ví sus,* to see.**

E, pro + ***vid*** + *ent* or *ent* + *ly* or *ence*; *pro* + ***vid*** + *ent* + (i)*al* or *ent* + (i)*al* + *ly*; *pru*(=*pro*) + ***d***(=***vid***) + *ent*[1] or *ence* or *ent* + *ly*; *pur, sur* + ***vey***; *pur* + ***vey*** + *or* or *ance*; *sur* + ***vey*** + *or* or *or* + *ship*. ***Vis*** + *age*[2] or *ion* or *ion* + *ary* or *ible* or *ibl* + *y* or *or*; *ad, re, super* + ***vis***(e); *ad* + ***vis*** + *able*[3] or *able* + *ness* or *ed* + *ness* or *er*; *pro, re, super* + ***vis*** + *ion*; *ad* + ***vic***(e); ***view***;[4] ***view*** + *er* or *less*; *re* + ***view***; *re* + ***view*** + *er.*

From the derivative *vis i tá re, vis i tá tus,* we get ***visit***; ***visit*** + *or*[5] or *ant*; ***visitat*** + *ion*; *re* + ***visit***; *re* + ***visitat*** + *ion.*

Helps for the Pupil.—[1] *Prudent, foreseeing* and wise in the *use* of means. [2] *Visage,* the face, the *look.* [3] *Advisable, seen* to be the *best* to do. [4] *View,* that *seen.* [5] *Visitor,* one who goes to *see.*

Viv,* (*vi*), from *vív e re, víc tus,* to live.

Viv + *id* or *acious* or *ac* + *ity*; *re, sur* + ***viv***(e); *re* + ***viv*** + *al* or *al* + *ist*; *sur* + ***viv*** + *al* or *or*; ***vi*** + *and* + *s*;[1] *con* + ***viv*** + (i)*al* or (i)*al* + *ity.*

From the derivatives *vi tá lis* and *vic tu á lis,* we get ***vit*** $+$ ***al*** or *al* $+$ *s* or *al* $+$ *ly* or *al* $+$ *ity ;* ***victu*** $+$ ***al*** $+$ ***s.*** From the derivative *viv i fi cá re, viv i fi cá tus,* we get ***vivi*** $+$ ***fy ;*** ***vivi*** $+$ ***ficat*** $+$ ***ion ;*** *re* $+$ ***vivi*** $+$ ***fy ;*** *re* $+$ ***vivi*** $+$ ***ficat*** $+$ ***ion.***

Helps for the Pupil.—[1] *Viands,* things to *live* on ; now, only *food.*

Voc,* (*voic, vow*), from *vox, vóc is,* voice.

Voc $+$ *al* or *al* $+$ *ist* or *al* $+$ *ize* or *al* $+$ *iz* $+$ *at* $+$ *ion ;* ***equi, uni*** $+$ ***voc*** $+$ *al ;* ***voic***(e) ; ***voic***(e) $+$ *less ;* ***vow*** $+$ *el.*

From the derivative verb *vo cá re, vo cá tus,* to call, we get ***voca*** $+$ *ble*[1] or *bul* $+$ *ary ;*[2] ***vocat*** $+$ *ion*[3] or *ive ;* ***vouch ;*** ***vouch*** $+$ *er ;* *re, ir* $+$ *re* $+$ ***voc*** $+$ *able* or *abl* $+$ *y ; con, e, in, pro, re* $+$ ***vok***(e) ; [4] *a, con,* ***equi,*** *in, pro, re* $+$ ***vocat*** $+$ *ion ;* *ad* $+$ ***voca*** $+$ *cy ; ad,* ***equi*** $+$ ***vocat***(e). From *vo cif e rá re, vo cif e rá tus,* we get ***voci*** $+$ ***fer*** $+$ *ous* or *ous* $+$ *ly ;* ***voci*** $+$ ***ferat*** $+$ *ion* or (e).[5]

Helps for the Pupil.—[1] *Vocable,* a *name,* a word. [2] *Vocabulary,* a *list,* or collection, of *vocables.* [3] *Vocation, calling,* profession. [4] *Avocation,* a *calling away,* or a *diversion,* from one's *vocation.* [5] *Vociferate,* to *speak loudly.*

GREEK ROOTS, OR STEMS.

Lesson XXV.

Graph,* from *gráphein,* to write.

Graph $+$ *ic* or *ic* $+$ *al* $+$ *ly* or *ite ; auto* (*autos,* one's own), *litho* (*lithos,* stone), *photo* (*phos, photos,* light), *tele* (at a distance) $+$ ***graph ;*** *bio* (*bios,* life), *geo* (*gē,* earth), *litho, ortho* (*orthos,* correct), *photo, steno* (*stenos,* narrow), *tele, topo* (*topos,* place), *typo* (*tupos,* type) $+$ ***graph*** $+$ *y ; historio*

(history), *lexico* (lexicon), *topo, typo* + ***graph*** + *er; tele* + ***graph*** + *ic* or *ist* or *er; typo* + ***graph*** + *ic* or *ic* + *al.*

Log,* Logu, from *lógos*, a word, speech, science, reason.

Log + *ic* or *ic* + *al* or *ic* + *al* + *ly* or *ic* + *ian; **log*** + arithms (*arithmos,* number); *ana, apo, bio, chrono* (*chronos,* time), *concho* (*conche,* shell), *doxo* (*doxa,* praise), *entomo* (*entoma,* insects), *etymo* (*etymon,* source), *eu, genea* (*genos,* birth), *geo, mytho* (*muthos,* fable), *ornitho* (*ornis, ornithos,* bird), *patho* (*pathos,* suffering), *phreno* (*phren,* mind), *phraseo,* (*phrasis,* diction), *physio* (*phusis,* nature), *philo* (*philos,* loved), *psycho,* (*psuche,* soul), *tauto* (the same), *techno* (*techne,* art), *theo* (*theos,* God), *toxico* (*toxicon,* poison), *zoo* (*zoon,* animal) + ***log*** + *y; ana, bio, chrono, etymo, genea, geo, mytho, ornitho, patho, phreno, physio, philo, psycho, tauto, theo, zoo* + ***log*** + *ic* + *al* or *ic* + *al* + *ly; **log***(o) + mach + *y* (strife); *syl* + ***log*** + *ism; ana, apo, cata, deca* (ten), *dia, ec, epi, mono, pro* + ***logu***(e).

Meter,* Metr, from *métron*, measure.

Meter; *anemo* (*anemos,* wind), *baro* (*baros,* weight), *dia, gaso* (gas), *hexa* (*hex,* six), *hydro* (*hudor,* water), *penta* (five), *peri, thermo* (*thermos,* heat) + ***meter; metr*** + *ic* or *ic* + *al; geo, sym, trigono* (*tri* + *gonia,* angle) + ***metr*** + *y.*

Phil,* Philo, from *phílos*, a friend or a lover.

Phil + anthrop (*anthropos,* man) + *y* or anthrop + ***ist; phil*** + adelph (*adelphos,* brother) + *ian* or adelph + (ia); ***phil*** + harmon (*harmonia,* harmony) + *ic; **philo*** + ***log*** + *y* or ***log*** + *ist; **philo*** + soph (*sophia,* wisdom) + *er* or soph + *y* or soph + *ic* or soph + *ic* + *al* or soph + *ize.*

ADDITIONAL LATIN ROOTS.*

Lesson XXVI.

Cern, Cret, (*cre*), **from** ***cér ne re, cré tus,*** **to see, to sift, to distinguish, to separate.**

Con, dis + ***cern***; *dis* + ***cern*** + *er* or *ible* or *ment*; *de* + ***cre***(e); *se* + ***cre*** + *cy*. *Dis, in* + *dis* + ***cre***(e)***t***; *se* + ***cret***;[1] *se* + ***cret*** + *ly* or *ive* or *ary*;[2] *ex, se* + ***cret*** + *ion*;[3] *se* + ***cret*** + *ive* or (e); *dis* + ***cret*** + *ion* or *ion* + *al* or *ion* + *al* + *ly*.

From the derivative *cér tus,* we have ***cert*** + *ain*[4] or *ain* + *ly* or *ain* + *ty*. From *cer tif i cá re, cer tif i cá tus,* we have ***certi*** + ***fy***; ***certi*** + ***ficat*** + *ion* or ***ficat***(e).

Helps for the Pupil.—[1] *Secret, separated* and hidden. [2] *Secretary*, originally a *private* clerk, one intrusted with *secrets.* [3] *Secretion*, the *act* of *secreting, that separated* from the blood and made into new substances. [4] *Certain*, used when one has *sifted* the matter thoroughly.

Clam, Clamat, (*claim*), **from** ***cla má re, cla má tus,*** **to call, to cry out.**

Clam + *or*[1] or *or* + *ous* or *or* + *ous* + *ness*; ***claim***;[2] ***claim*** + *ant*; *un, un* + *re* + ***claim*** + *ed*; *re* + ***claim*** + *able*; *ac, de, dis, ex, pro, re* + ***claim***; *de, dis, ex, pro* + ***claim*** + *er*; *ac, de, ex, pro* + ***clamat*** + *ion*; *de, ex* + ***clamat*** + *ory.*

Helps for the Pupil.—[1] *Clamor*, a noisy *cry.* [2] *Claim*, to *demand* as a right.

Claus, (*clos*), **(Clud, Clus, in compounds), from** ***claúd e re, claú sus,*** **to shut.**

Claus(e).[1] *Con, ex, in, pre, se* + ***clud***(e). *Re* + ***clus***(e);

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* These not in the Regents' List.

*con, ex, in, se+**clus**+ion* or *ive; in+con+**clus**+ive; **clos**+ure* or *et; **clos**(e);[2] **clos**(e)+ly* or *ness; en, in+**clos**+ure* or (e).

From the derivative *claús trum,* we get ***cloist**+er, **cloist**+er+ed, **cloist**+er+al.*

Helps for the Pupil.—[1] *Clause,* a *portion* of the *sentence shut off* from the rest, by itself. [2] *Close,* to *shut to.*

Flect, Flex, Flexur, from *fléc te re, flex us,* to bend.

*De, in, re+**flect**; de, in, re+**flect**+ion;*[1] *re+**flect**+or* or *ive* or *ive+ness. **Flex**+ile* or *ion* or *or* or *ible* or *ibil+ity; circum, re+**flex**; in, re+**flex**+ible* or *ibil+ity. **Flexur**(e).*

Helps for the Pupil.—*Reflection,* the *turning* (metaphorical ?) of the *mind back* upon itself.

Flu, Flux, from *flú e re, flúx us,* to flow.

***Flu**(e)*[1] *flu+ent*[2] or *ency* or *id* or *id+ity; af, con, ef, melli* (*mel,* honey) *+**flu**+ent* or *ence; in+**flu**+ence*[3] or *ent* +(i)*al; super+**flu**+ous*[4] or *ous+ly* or *ity. **Flux**; con, ef, in, re+**flux**; **flux**+ion; de+**flux**+ion.*

From the derivative *fluc tu á re, fluc tu á tus,* we have ***fluctuat**+ion* or (e).

Helps for the Pupil.—[1] *Flue,* a passage for the smoke to *flow through.* [2] *Fluent, flowing;* applied to a speaker, is it metaphorical ? [3] *Influence,* a power conceived as *flowing from* a person or thing and *affecting* another. [4] *Superfluous, overflowing.*

Greg, (*gregi*), from *grex, gré gis,* flock.

***Greg**+ari+ous*[1] or *ari+ous+ly* or *ari+ous+ness; e+**gregi**+ous*[2] or *ous+ly* or *ous+ness.*

From *gre gá re, gre gá tus,* to collect into a flock, we have

*ag, se+**gregat**+ion* or (e) ; *con+**gregat**+ion* or *ion+al* or *ion+al+ist* or *ion+al+ism* or (e).

Helps for the Pupil.—[1] *Gregarious*, associating in *flocks* or herds. [2] *Egregious, out of*, or above, *the flock*, or the common.

Lesson XXVII.

Hab, Habit, (*ab, habitu, hibit*), from *ha bé re, háb i tus,* to have, hold, keep.

Ab(=*hab*)*+le*[1] or *l+y ; en, dis+ab*(=*hab*)*+le ; hab+il*(i)*+ment.*[2] ***Habit ;***[3] ***habit**+ude ; habitu+al* or *al+ly* or *ate ; ex, in, pro+**hibit** ; ex, in, pro+**hibit**+ion ; ex+**hibit**+or* or *ory* or *ion+er ; pro+**hibit**+ive* or *ory ; de+**bt***[4] (=***hibit***) ; *de+**bt**+or.*

From *ha bíl i tas, ha bil i tá tis,* we get *a*(=***ha***)***bilit**+y ; de+**bilit***(=***habilit***)*+y ; de+**bilitat***(=***habilitat***)*+ion* or (e). From the frequentative *hab i tá re, hab i tá tus,* to dwell, we get ***habita**+ble* or *bl+y* or *ble+ness ; **habitat** ; **habitat**+ion ; co, in+**habit** ; in+**habit**+ant* or *able ; co+**habitat**+ion.*

Helps for the Pupil.—[1] *Able, having* power. [2] *Habiliment*, the *having*, called *dress*. [3] *Habit*, the *having*, called *custom*, called *dress* also. [4] *Debt*, that due another, *had away from* him that owes.

Her, Hes, from *hær e re, hǽ sus,* to stick.

*Ad, co, in+**her***(e) ; *ad, co, in+**her**+ent* or *ence* or *ency. Ad, co+**hes**+ion* or *ive* or *ive+ness.*

From the frequentative *hæs it á re, hæs it á tus,* we have ***hesit**+ancy ;*[1] ***hesitat**+ion* or (e) ; *un+**hesitat**+ing* or *ing+ly.*

Helps for the Pupil.—[1] *Hesitancy*, the *sticking* fast in doubt.

Nect, Nex, from ***néc te re, néx us,*** **to bind or tie.**

Con, dis + *con* + ***nect***; *con* + ***nect*** + *ion* or *ive* or *ed* or *ed* + *ly*; *dis* + *con* + ***nect*** + *ion* or *ed* or *ed* + *ly*. *An* + ***nex***; *con* + ***nex*** + *ion*; *an* + ***nex*** + *at* + *ion* or *at* + *ion* + *ist*.

Scan, Scans, (Scend, Scens, (***scent***)**,** in compounds), from ***scán de re, scán sus,*** **to climb, to pass.**

Scan. ***Scans*** + *ion*.[1] *A, de, con* + *de, tran* + ***scend***; *a, de* + ***scend*** + *ant*; *a* + ***scend*** + *ency*; *tran* + ***scend*** + *ent* or *ent* + *al* or *ent* + *al* + *ism*. *A, con* + *de, de* + ***scens*** + *ion*; *a, de* + ***scent***.

Helps for the Pupil.—[1] *Scansion*, reading of poetry so as to mark the feet.

Sed, Sess, (***see, sid, sidu, siz***)**,** from ***se dé re, sés sus,*** **to sit.**

Sed + *ent* + *ary* or *ent* + *ari* + *ness*; ***sed***(i) + *ment*[1] or *ment* + *ary*; *super* + ***sed***(e); ***see***;[2] *pre, re, sub* + ***sid***(e); *pre, re* + ***sid*** + *ent*; *in* + ***sid*** + (i)*ous* or (i)*ous* + *ness*; *sub* + ***sid*** + (i)*ary*; *as* + ***sidu*** + *ous*[3] *or ity*; *re* + ***sidu***(e); *re* + ***sidu*** + *ary*. ***Sess*** + *ion* or *ion* + *al*; *as,* (pos), *pre* + (pos) + ***sess***; (pos) + ***sess*** + *ion* or *ive* or *or*; *as* + ***sess*** + *ment* or *or*;[4] *as* + ***siz***(e).[5]

Helps for the Pupil.—[1] *Sediment*, that which has *settled* to the bottom; *sits there*, as it were. [2] *See*, the *seat*, or jurisdiction, of a *bishop*. [3] *Assiduous*, *sitting* intent *upon*, attentive. [4] *Assessor*, originally, one who *sat beside* the judge. [5] *Assize*, a *sitting*, or *session*, of the court.

Lesson XXVIII.

Serv, Servit, (***servi, serf***)**,** from ***ser ví re, ser ví tus,*** **to serve, be a slave to.**

Serv(e); ***serv*** + *ant* or *er* or *ice* or *ice* + *able* or *ile* or *il* + *ity* or *ile* + *ly*; *de* + ***serv*** + *ing* or *ing* + *ly* or *ed* or *ed* + *ly* or (e); *mis, sub* + ***serv***(e); *sub* + ***servi*** + *ent* or *ent* + *ly* or *ence*; ***serf***; ***serf*** + *dom*. ***Servit*** + *or* or *ude*.

Sign, from *sig num,* a sign.

Sign; ***sign*** + *al* or *al* + *ize* or *al* + *ly* or *et.*

From the derivative *sig ná re, sig ná tus,* to set a mark, or seal, we have *as, con, counter, de, re* + ***sign;*** *re* + ***sign*** + *ed* or *ed* + *ly;* *de* + ***sign*** + *er* or *ed* or *ed* + *ly;* *as, con* + ***sign*** + *ment* or *er* or *ee;* *un* + *de, under* + ***sign*** + *ed;* *as, de, re* + ***signat*** + *ion;* ***signatur***(e). From *sig nif i cá re, sig nif i cá tus,* we get ***signi*** + *fy or fic* + *ant* or *fic* + *ance* or *ficat* + *ion;* *in* + ***signi*** + *fic* + *ant* or *fic* + *ance.*

Ten, Tent, (*tin, tinu, tain*), from *te né re, tén tus,* to hold.

Ten + *able* or *acious* or *ac* + *ity* or *ant* or *ant* + *ry* or (e) *ment* or *et;*[1] *un* + ***ten*** + *able* or *ant* + *ed;* ***ten*** + *ure;* ***lieu*** + ***ten*** + *ant* or *ancy;* *coun, **main,** sus* + ***ten*** + *ance;* *abs, con, in* + *con, per, im* + *per* + ***tin*** + *ent* or *ence;* *con* + ***tinu*** + *al* or *al* + *ly* or *ance* or *ity;* *con, re* + ***tinu***(e); *abs, ap* + *per, con, de, enter, **main,** ob, per, re, sus* + ***tain.*** *Con, dis* + *con* + ***tent;*** *con* + ***tent*** + *ment* or *s;* *dis* + *con* + ***tent*** + *ment* or *ed.*

Helps for the Pupil.—[1] *Tenet,* a doctrine *held to.*

Tribut, from *trib ú e re, tri bú tus,* to give.

Tribut(e); ***tribut*** + *ary;* *at, con, dis, re* + *dis* + ***tribut***(e); *at, con, dis, re, re* + *dis* + ***tribut*** + *ion;* *at, con, dis* + ***tribut*** + *able* or *ive;* *re* + ***tribut*** + *ive.*

Vinc, Vict, (*vinci*), from *vín ce re, víc tus,* to conquer.

Con, e, pro + ***vinc***(e);[1] *in* + ***vinc*** + *ible* or *ibil* + *ity* or *ibl* + *y;* *pro* + ***vinci*** + *al*[2] or *al* + *ism.* *Con, e* + ***vict:*** *con, e* + ***vict*** + *ion;* ***vict*** + *or* or *or* + *y* or *or* + (i)*ous.*

Helps for the Pupil.—[1] *Province,* a *conquered* territory, a district or department. [2] *Provincial,* pertaining to a *province,* hence not national or cosmopolitan; a term of reproach.

LATIN ROOTS.

LESSON XXIX.

To the Teacher.—After so many suggestions from us, in the lessons under "Elementary English," the teacher may be grateful that we are to offer him no more. But, if allowed, we would emphasize those already made—especially that one relating to the metaphorical use of words. The **Helps for the Pupil** will be continued, but will become more meager as we see that the pupil is outgrowing the need of them.

We give the Latin roots and then the Greek, and follow both with the Anglo-Saxon—the Roots Additional.

Aper, Apertur, from *ap e rí re, a pér tus,* to open.

Aper(i) + *ent.* · *Apertur*(e).

Art, (*arti, ert*), from *ars, ár tis,* skill, art, method.

Art ; art + *ful*[1] or *ful* + *ly* or *ful* + *ness* or *less* or *less* + *ly* or *less* + *ness* or *ist* or *ist* + *ic* or *ist* + *ic* + *al* or *ist* + *ic* + *al* + *ly* or (is) (Fr.) + *an ;*[2] *arti* + *fic* + (i)*al*[3] or *fic* + (i)*al* + *ly* or *fic* + (i)*al* + *ity* or *fic* + *er* or *fic*(e) ; *in* + *ert ; in* + *ert* + *ly* or *ness* or (ia) (L.).

Helps for the Pupil.—[1] *Artful, full* of *crafty skill,* tricky. [2] *Artisan* —make a fine distinction between *artist* and *artisan.* [3] *Artificial, opposed* to *natural.*

Aud, Audit, (*audi, edi, ey, eis*), from *au dí re, au dí tus,* to hear.

Aud + *ible* or *ibl* + *y* or *ible* + *ness ; in* + *aud* + *ible* or *ibl* + *y* or *ibil* + *ity ; audi* + *ence ; dis* + *ob, ob* + *edi* + *ent* or *ent* +

ly or *ence*; *dis*+*ob*, *ob*+***ey***;[1] *ob*+***eis***+*ance*. ***Audit***;[2] ***audit***+*or* or *or*+*ship* or *ory* or *ori*+(um) (L.).

Helps for the Pupil.—[1] *Disobey*, one may *comply*, or *refuse* to *comply*, with the command *heard*. [2] *Audit*, a *hearing*, and so an *examination*, of *accounts*.

Aur, (*auri, ori*), from *áu rum*, gold.

Aur+*ic*; ***aur***(e)+*ate* or *ol*(e)[1] (diminutive); ***auri***+***fer***+*ous*;[2] ***ori***+*el*[3] (diminutive); ***ori***+*ol*(e).[4]

Helps for the Pupil.—[1] *Aureole*, a *golden* halo. [2] *Auriferous*, *gold-bearing*. [3] *Oriel*, a recess, or window, *gilded* with *gold*. [4] *Oriole*—what is the bird's *color?*

Bat, from *bát e re*, popular form of *ba tú e re*, to fight, to beat.

Bat(e); *a*, *de*, *re*+***bat***(e); *a*, *re*+***bat***(e)+*ment*; ***bat***+(t)*le* or (t)*er* or (t)*er*+*y* or (t)*al*+*ion*; *com*+***bat***; *com*+***bat***+*ant* or *ive* or *ive*+*ness*.

Bit, see A.-S. list below.

Can, Cant, (*cent*), from *cán e re, cán tus*, to sing.

Can+*or*+*ous* or *or*+*ous*+*ness*; *ac*+***cent***.[1]

From the frequentative *can tá re, can tá tus*, we have ***cant***;[2] ***cant***+(i)*cle* or (o) (It.); *des*, *re*+***cant***; *re*+***cantat***+*ion*;[3] *pre*+***cent***+*or*; ***chant***; ***chant***+*er* or *ry* or (i)*cleer* (*clair*, clear); *en*+***chant***; *en*+***chant***+*er* or *r*+*ess* or *ment*.[4] From the derivative *ac cen tu á re, ac cen tu á tus*, come *ac*+***centu***+*al*; *ac*+***centuat***+*ion* or (e).

Helps for the Pupil.—[1] *Accent*, the *tone*, *pitch*, *stress* of the *voice*. [2] *Cant*, affected, hypocritical goodness uttering itself in a *sing-song tone*. [3] *Recantation*, the *charm reversed*, a declaration *retracting* a former one. [4] *Enchantment*, *songs* of *sorcery*.

Lesson XXX.

Capit, (*cipit, cipic, capt, chatt, catt*), from *cá put, cáp it is,* the head.

Capit + *al*[1] or *al* + *ist* or *al* + *ize* or (ol) ;[2] *bi, oc* + ***cipit*** + *al ; pre* + ***cipit*** + *ous* or *ous* + *ly ; pre* + ***cipic***(e) ; ***capt*** + *ain* or *ain* + *cy ;* ***chatt*** + *el* + *s*[3] or *el* + *ism ;* ***catt*** + *le.*[4]

From the derivative *ca pít u lum* come ***capit*** + *ul* + *ar* or *ul* + *ary ;* ***chapt*** + *er.* From the dim. *cap i téll um* comes ***chapit*** + *er.* From the verb *ca pit u lá re, ca pit u lá tus,* derived from the diminutive *capitulum,* come ***capitulat*** + *ion*[5] or (e) ; *re* + ***capitulat*** + *ion* or (e).[6] From the derivatives *de cap i tá re, de cap i tá tus,* and *præ cip i tá re, præcip i tá tus,* come *de* + ***capitat*** + *ion* or (e) ; *pre* + ***cipit*** + *ant* or *ancy ; pre* + ***cipitat*** + *ion*[7] or (e).[8]

Helps for the Pupil.—[1] *Capital*=*loss* of *head,* or life, when used with *crime* or *punishment ;*=the *city* which is the seat of government, the *head* of the *state ;*=*money invested,* in distinction from the income derived from it. [2] *Capitol,* from *Capitolinus,* the hill on which the temple of Jupiter at Rome was built. [3] *Chattels, investments* of almost any kind, personal or real. [4] *Cattle,* investments in *live stock,* chiefly *bovine.* [5] *Capitulation,* surrender, the *terms* of which are *noted* down as *little heads* or *headings.* [6] *Recapitulate,* to *go over* the *points* of a discourse *again.* [7] *Precipitation, headlong haste.* [8] *Precipitate,* to throw *headfirst.*

Celer, from *cé ler,* quick.

Celer + *ity.*

From the derivative *ac cel e rá re, ac cel e rá tus,* to hasten, come *ac* + ***celerat*** + *ion* or *ive* or *ed* or *ing* or (e).

Commod, see Mod below.

Commun, see Mun, first list.

Coron, (*crown, corol*), from *co ró na*, a crown.

Coron + *al* or *et* ; ***crown*** ; ***crown*** + *less* ; ***corol*** + *l*(dim.) + (a) or *l* + *ary*.[1]

From the derivative *cor o ná re, cor o ná tus,* to crown, come ***coron*** + *er* ;[2] ***coronat*** + *ion*.

Helps for the Pupil.—[1] *Corollary*, something given beyond what is due, as a *garland;* hence *something additional*, as an *inference*. [2] *Coroner, officer* appointed by the *crown*.

Corpus, Corpor, (*corps, cors, corpu*), from *cór pus, cór po ris*, body.

Corpus + *cle* or *cul* + *ar* ; ***corps***(e) ; ***cors*** + *let* or *et* ; ***corpu*** + *lent* or *lent* + *ly* or *lence* or *lenc* + *y*. ***Corpor*** + *al*[1] or *al* + *ly* or *al* + *ity*.

From the derivative adj. *cor pó re us,* and verb *cor po rá re, cor po rá tus,* come ***corpore*** + *al* or *al* + *ly* or *al* + *ity* or *ity* ; *in* + ***corpore*** + *al* ; ***corporat*** + *ion*[2] or (e) ; *in* + ***corporat*** + *ion* or (e) ; ***corporat***(e) + *ly*.

Helps for the Pupil.—[1] *Corporal*, a non-commissioned officer sometimes in charge of a small *body* of *men*. [2] *Corporations* consist each of two or more *persons*, or *bodies*, united for some purpose.

Cred, Credit, (*cre*), from *créd e re, créd i tus,* to believe, trust to.

Cred + *ence* or *ent* or *ent* + (i)*al* + *s*[1] or *ible* or *ibl* + *y* or *ibil* + *ity* or *ible* + *ness* ; ***cre***(e)***d*** ; *mis* + ***cre*** + *ant*.[2] ***Credit*** ; ***credit*** + *or*[3] or *able* or *abl* + *y* or *able* + *ness* ; *ac, dis* + ***credit*** ; *dis* + ***credit*** + *able*.

From the derivative adj. *créd u lus,* we have ***cred*** + *ul* + *ous* or *ul* + *ous* + *ly* or *ul* + *ous* + *ness* or *ul* + *ity* ; *in* + ***cred*** + *ul* + *ous* or *ul* + *ous* + *ly* or *ul* + *ity*.

Helps for the Pupil.—[1] *Credentials, proofs* that one is *entitled* to *credit.* [2] *Miscreant, misbelieving;* hence, in the eyes of believers, *vile.* [3] *Creditor,* the *one trusted.*

Dat, from *dá re, dá tus,* to give, do, place, put, yield.

Dat(e); [1] ***dat*** + *ive* [2] or (um) or (a) (both L.); *ante, mis, post* + ***dat***(e).

From the combinations of this verb with prepositions we get *abs* + *con* + ***d***; [3] *ad* + ***d***; *ad* + ***d*** + *end* + (um) or (a) (both L.); *ad* + ***dit*** + *ion* or *ion* + *al* or *ive*; *e* + ***dit***; [4] *e* + ***dit*** + *ion* or *or* or *or* + (i)*al* or *or* + (i)*al* + *ly* or *or* + *ship*; *extra,* [5] *per, red, ren, tra* + ***dit*** + *ion*; [6] *tra* + ***dit*** + *ion* + *al* or *ion* + *ary*; *ren*(=*re*), *sur* + *ren* + ***d*** + *er*; *ren* + ***d*** + (ez) + (vous); [7] *re* + *con* + ***dit***(e); *tra* + ***it*** + *or.*

Helps for the Pupil.—[1] *Date,* the *given* point of *time.* [2] *Dative,* the case used to express *that to* or *for* which something is *done.* [3] *Abscond,* to *place* one's self in *hiding.* [4] *Edit,* to *give forth.* [5] *Extradition, the giving up,* by one State to another, of an alleged *criminal.* [6] *Tradition,* the *giving,* or handing down, *across periods* of time. [7] *Rendezvous, report* or *deliver yourself;* then the *place* at *which* this is to be done.

Lesson XXXI.

Dent, (*denti, dan*), from *dens, dén tis,* tooth.

Dent + *al* or *ist* or *ist* + *ry* or *at* + *ed*; *tri* + ***dent***; ***denti*** + *fric*(e) (*fricare,* to rub); ***dan*** + *de* + lion.[1]

From the derivative *den tí tus,* the p. p. of *den tí re,* we have ***dentit*** + *ion.*

From the derivative *in den tá re, in den tá tus,* to notch, we have *in* + ***dent***; *in* + ***dent*** + *ure*; [2] *in* + ***dentat*** + *ion.*

Helps for the Pupil.—[1] *Dandelion,* the flower so named from its jagged leaves, whose edges look *like rows* of *lion's teeth.* [2] *Indenture*—

duplicates of contracts once had their *edges notched* so that they would tally with each other; the writings, so notched, were called *indentures.*

Di, from *di es,* a day.

Di+*al* or *ary* or *ar*+*ist*; *meri*(=*medi*)+*di*+*an* or *on*+*al* or *on*+*al*+*ly*; *ante*+*meri*+*di*+*an*; *post*+*meri*+*di*+*an*; *quoti*(*quotus,* how many ?)+*di*+*an.*[1]

From *di ur ná lis* we get *diurn*+*al*; *journ*+*al*[2] or *al*+*ism* or *al*+*ist* or *al*+*ist*+*ic* or *ey*;[3] *ad*+*journ*; *ad*+*journ*+*ment*; *so*+*journ*; *so*+*journ*+*er.*

Helps for the Pupil.—[1] *Quotidian,* on *however many* a *day,* on *any day, daily.* [2] *Journal,* once a *daily newspaper,* as [3]*journey* was a *day's travel;* meaning of both extended now.

Domin, from *dóm i nus,* lord; *dóm i na,* lady.

Domin+*ion* or *ic*+*al* or (o) or (e) (both Sp.); *don* (Sp.) =*dan* (in Chaucer, etc.); *domain*: *dam*(e); *dam*: *ma*(my)+*dam*; *dam*+*s*(=*c*)*el*; *donn*(a) (Sp.); *duenn*(a) (Sp.).

From the derivative *dom i ná ri, dom i ná tus,* we get *domin*+*ant* or *eer*; *dominat*+*ion* or *ive* or (e); *pre*+*domin*+*ant* or *ance*; *pre*+*dominat*(e).

Dorm, Dormit, from *dor mí re, dor mí tus,* to sleep.

Dorm+*ant* or *ancy* or *er.* *Dormit*+*ive* or *ory.*

Fac, (*faci, fici*), from *fá ci es,* a face or surface.

Fac(e); *fac*+*et*; *de, ef, sur*+*fac*(e); *faci*+*al*; *super*+*fici*+(es) (L.) or *al*[1] or *al*+*ly* or *al*+*ity.*

Helps for the Pupil.—[1] *Superficial,* keeping to the *surface,* not profound.

Felic, from *fé lix, fe lí cis,* happy.

Felic*+*ity or *it*+*ous* or *it*+*ous*+*ly* or *it*+*ous*+*ness; in*+***felic***+*ity* or *it*+*ous* or *it*+*ous*+*ly.*

From *fe lic i tá tus,* p.p. of *fe lic i tá re,* we get ***felicitat***+*ion* or (e).

Fess, from *fa té ri, fés sus,* to own, acknowledge, manifest, show forth.

Con, pro+***fess; con***+***fess***+*or*[1] or *ion* or *ion*+*al* or *ed* or *ed*+*ly; pro*+***fess***+*or*[2] or *or*+(i)*al* or *or*+*ship* or *ion* or *ion*+*al* or *ion*+*al*+*ly* or *ed* or *ed*+*ly.*

Helps for the Pupil.—[1] *Confessor, not* the *one confessing,* but *he to whom confession is made.* [2] *Professor, one* who *openly teaches,* or *shows forth,* a science, or branch of learning.

Lesson XXXII.

Form, from *fór ma,* figure, shape, appearance.

Form; form+*al* or *al*+*ly* or *al*+*ism*[1] or *al*+*ity* or *ul* (dim.)+(a) (L.) or *ul*+*ary* or *ul*+*at*+*ion* or *ul*+*ate; de*+***form***+*ed* or *ity; in*+***form***+*al* or *al*+*ly* or *al*+*ity;* ***uni***+***form; uni***+***form***+*ity.*

From *for má tus,* the p.p. of the derivative *for má re,* we have ***format***+*ion* or *ive.* From the combinations of *formare* with prepositions, we have *con, in, re, trans*+***form;*** *con*+***form***+*able* or *abl*+*y* or *ist* or *ity; con, in,*[2] *re, trans*+***format***+*ion; in, re*+***form***+*er; in*+***form***+*ant; re*+***format***+*ive* or *ory.*

Helps for the Pupil.—[1] *Formalism,* the strict *adherence* to *forms* and *ceremonies.* [2] *Information,* knowledge received, and regarded as *giving vitality* and *form* to the recipient.

Fort, (*forti, forc*), from *fór tis*, strong, powerful.

***Fort*; *fort* + *r* + (ess) (Fr.); *forti* + *fy* or *ficat* + *ion* or *tude*; *forc*(e); *forc*(e) + *ful* or *ful* + *ly* or *less* or *ible* or *ibl* + *y* or *ible* + *ness*; *en*, *re* + *en* + *forc*(e); *en*, *re* + *en* + *forc*(e) + *ment*.**

From the derivative *for tá re*, to strengthen, we get *com*, *dis* + *com* + ***fort***;[1] *com* + ***fort*** + *able* or *abl* + *y* or *less* or *er*; *ef* + ***fort***.[2]

Helps for the Pupil.—Whatever [1] *comforts, strengthens.* [2] *Effort*, the *putting forth* of *strength.*

Ger, Gest, Gestur, (*gist, gistr, jest*), from *gér e re, gés tus*, to bear, or carry on, perform.

Ger + *und* or *und* + *ive*;[1] *belli* (*bellum, belli*, war), *vic*(e) + ***ger*** + ent;[2] *con* + ***ger*** + (ies) (L.). *Con, di, sug* + ***gest***;[3] *con, di, in* + *di, sug* + ***gest*** + *ion*[4] or *ive*; *di, in* + *di* + ***gest*** + *ible* or *ibil* + *ity*; *re* + ***gist*** + *er*; *re* + ***gistr*** + *ar* or *ar* + *ship* or *y* or *at* + *ion*; ***jest***; ***jest*** + *er* or *ing* + *ly*. ***Gestur***(e).

From *ges tic u lá tus*, p.p. of *ges tic u lá ri*, we get ***gesticulat*** + *ion* or *ory* or (e). From the frequentative *ges tá re*, *ges tá tus*, we get ***gestat*** + *ion* or *ory*. From *ex ag ger á tus*, p.p. of the derivative *ex ag ger á re*, to heap up, we get *ex* + *ag* + ***gerat*** + *ion* or *ive* or (e).

Helps for the Pupil.—[1] *Gerundive, having* the nature of a *gerund*, or *verbal noun.* [2] *Belligerent, bearing war, warlike.* The elements of things [3] *digested* are *borne apart*, separated. [4] *Congestion, overcrowding*, or overfulness.

Gran, (*grain, garn*), from *grá num*, grain, fiber of wood or cloth.

Gran + *ary* or *ule* or *ul* + *ar* or *ul* + *ate* or *ul* + *at* + *ion* or *ite*[1] or (ge)[2] (Fr.) or (i) + ***vor*** + *ous*; ***grain***; *in* + ***grain***;[3] ***garn*** + *er* or *et*.

Helps for the Pupil.—[1] *Granite*, a speckled stone, *full*, as it were, of *grains*. [2] *Grange*, a *barn*, and hence *grangers* are farmers. [3] *Ingrain*, to *dye* with seed, *grain*, or with *cochineal*—an insect resembling *grain*.

Gross, (*gros, gro, groc*), from *grós sus*, thick, fat, large.

***Gross*; *gross*+*ly* or *ness*; *en, in*+*gross*;[1] *en*+*gross*+*ment*; *gros*+beak; *gro*+*gram*[2](=*grain*); *gro*+*g*;[3] *groc*+*er*[4] or *ery*.**

Helps for the Pupil.—[1] *Engross*, to write in *large letters*. [2] *Grogram*, a *cloth* of *coarse grain* or texture. [3] *Grog*—Admiral Vernon, who wore *grogram* breeches and was called "Old Grog," had his sailors dilute their rum. The mixture they called *grog*. [4] *Grocer*, the word from the manner of selling—by the *gross*.

Integr, see Tact, first list.

Judic, Judicat, Judicatur, (*judg*), from *ju di cá re* (=*jus*+*di cá re*), *ju di cá tus*, to make known, or interpret, the law.

***Judic*+(i)*al* or (i)*al*+*ly* or (i)*ary* or (i)*ous*[1] or (i)*ous*+*ly* or (i)*ous*+*ness*; *pre*+*judic*+(i)*al* or (i)*al*+*ly*; *pre*+*judic*(e);[2] *judg*+*ment* or (e); *judg*(e)+*ship*; *ad, pre*+*judg*(e). *Judicat*+*ory* or *ive*; *ad, pre*+*judicat*+*ion* or (e). *Judicatur*(e).**

Helps for the Pupil.—[1] *Judicious*, with *good judgment*. [2] *Prejudice*, a *prejudgment*, formed without full data, and *unfavorable*.

Lingu, (*langu*), from *lin gua*, language, tongue.

***Lingu*+*al* or *ist* or *ist*+*ic* or *ist*+*ics*;[1] *langu*+*age*.**

Helps for the Pupil.—[1] *Linguistics*, the *science* of *languages*—their origin, growth, change.

Lesson XXXIII.

Major, (*mayor*), **from** ***má jor,*** **greater, comparative of** ***mág nus,*** **great.**

Major; ***major*** + *ity*[1] or *ship* or ***gener*** + *al;* ***mayor;*** ***mayor*** + *ship* or *al* + *ty.*

Helps for the Pupil.—[1] *Majority*—when does one come to his majority? And what is the difference between a *majority* of votes and a *plurality?*

Man, Mans, (*mn, main*), **from** ***ma né re, mán sus,*** **to stay, dwell.**

Man + *or* or *or* + (i)*al;* *per* + ***man*** + *ent* or *ent* + *ly* or *ence;* *im* + ***man*** + *ent;*[1] *re* + ***mn*** + *ant;*[2] *re* + ***main;*** *re* + ***main*** + *s* or (d) (Fr.) + *er.* ***Mans*** + *ion* or *ion* + *ry* or (e).

Helps for the Pupil.—[1] *Immanent, staying,* or *dwelling, in,* or within. [2] *Remnant,* what *remains* over or after.

Medic, from ***méd i cus,*** **a physician.**

Medic + *al* or *al* + *ly* or *ine* or *in* + *al* or *in* + *able.*

From the derivative *med i cá ri, med i cá tus,* to heal, come ***medica*** + *ble* or *ment;* ***medicat*** + *ed* or *ion* or *ive* or (e).

Met, Mens, Mensur, (*measur*), **from** ***me tí ri, mén sus,*** **to measure, estimate.**

Met(e).[1] *Di* + ***mens*** + *ion;*[2] *im* + ***mens*** + *ity;* *im* + ***mens***(e); *im* + ***mens***(e) + *ly* or *ness.* *Im* + ***mensur*** + *able* or *abil* + *ity;* ***measur*** + *able* or *abl* + *y* or *ed* or (e); *im* + ***measur*** + *able* or *abl* + *y;* ***measur***(e) + *less* or *ment.*

Helps for the Pupil.—[1] *Mete,* to *measure out.* [2] *Dimension,* the *measure from* side to side.

Mod, (*modi*), from *mó dus*, measure, manner, fashion.

Mod*(e) ; *mod*+*el* or *el*+*er* or *al* or *ish* or *est*[1] or *est*+*y* or *est*+*ly* or *ic*+(um) (L.) or *ern*[2] or *ern*+*ly* or *ern*+*ness* or *ern*+*ize* ; *com*+mod***+*ity* ;[3] *com*+***modi***+*ous* ;[4] *in*+*com*+***modi***+*ous* or *ous*+*ly* ; ***modi***+***fy*** or ***fi***+*er* or ***fi***+*able* or ***ficat***+*ion*.**

From *mod e rá tus*, p.p. of *mod e rá ri*, to regulate, we have ***moderat***+*or* or *ion* ; ***moderat***(e) ;[5] ***moderat***(e)+*ly* or *ness*. From *mod u lá tus*, p.p. of *mod u lá ri*, derived from *mód u lus*, dim. of *mó dus*, we have ***modulat***+*ion* or (e).[6] From *ac com mo dá re*, *ac com mo dá tus*, we get *ac*+*com*+***modat***+*ion* or (e).

Helps for the Pupil.—[1] *Modest*, within proper bounds or measure. [2] *Modern*, as if from *modo*, *now*, the *now* or *present fashion*. [4] *Commodious*, *in measure*, adapted to its use or purpose ; hence [3] *commodity* =what is adapted to use or convenience—*articles* of *commerce*. [5] *Moderate*, to *reduce* to proper *measure*, to *control*. [6] *Modulate*, to fit or *adapt* the *voice* to *that which* it *expresses*.

Par, (*pair*, *pire*, *peer*), from *par*, *pá ris*, equal.

Par* ; *par*+*ity* ; *dis*+par***+*ity* or *age* or *age*+*ment* ; ***pair*** ;[1] *um*(=*non*)+***pire*** ;[2] ***peer*** ; ***peer***+*ess* or *less* or *less*+*ly* or *less*+*ness* or *age* ;[3] *com*+***peer***.**

Helps for the Pupil.—[1] *Pair*, two things of a *kind* or sort, hence *equal*. [2] *Umpire*, *without peer* or equal, supreme. [3] *Peerage*, the peers, *equals* originally ; but now men of *high* rank simply.

Lesson XXXIV.

Pand, Pans, Pass, (*pac*), from *pán de re*, *pán sus* or *pás sus*, to spread, step.

Ex+***pand***. *Ex*+***pans***+*ion* or *ibil*+*ity* or *ive* or *ive*+*ly*

or *ive*+*ness* or (e). ***Pass*; *pass*+*able*** or *abl*+*y* or *age* or *eng*(=*ag*)+*er*[1] or *er* or *ing*;[2] (***pass*** is prefixed to the words *book, key, word, port*); *com, en*+*com, sur, tres*+***pass***; *sur, un*+*sur*+***pass***+*able*; *tres*+***pass***+*er*; ***pac***(e); ***pac***+*er*.

Helps for the Pupil.—[1] *Passenger* (the *n* excrescent), one who *passes* or *journeys*. [2] *Passing* often = dying—the "Passing of Arthur."

Pen, from *pœ́ na*, punishment.

Pen+*al* or *al*+*ty* or *ance*.

From the derivative *pœn i té re*, to cause to repent, we get ***penit***+*ence* or *ent* or *ent*+*ly* or *ent*+(i)*al* or *ent*+(i)*ary*;[1] *im*+***penit***+*ent* or *ence*; *re*+***pent***; *re*+***pent***+*ant* or *ance*.

Helps for the Pupil.—[1] *Penitentiary*, once a *building* where *penitents confessed*; now *one* where *offenders* are *confined* in *punishment*.

Pict, Pictur, (*paint, pig*), from *pín ge re, píc tus*, to paint.

Pig+*ment*. *De*+***pict***; ***pict***+*ori*+*al*; ***paint***; ***paint***+*er* or *ing*. ***Pictur***(e); ***pictur***+*esque* or *esque*+*ness* or *esque*+*ly*.

Plac, Placit, (*pleas, plais, plead, plea*), from *pla cé re, plác i tus*, to please.

Plac+*id*[1] or *id*+*ly* or *id*+*ity*; *com*+***plac***+*ent* or *ent*+*ly* or *ence* or *ency*; ***pleas***(e); ***pleas***+*er* or *ing* or *ing*+*ly* or *ant* or *ant*+*ly* or *ant*+*ness* or *ant*+*ry* or *ure* or *ur*+*able* or *ur*+*abl*+*y* or *ur*+*able*+*ness*; *com*+***plais***+*ant* or *ance*; ***plead***; ***plead***+*er* or *ing*+*s*; ***plea***.[2]

From the allied verb *pla cá re, pla cá tus*, we get ***placa***+*ble* or *bl*+*y* or *ble*+*ness* or *bil*+*ity*; ***placat***+*ion* or *ed* or (e).

Helps for the Pupil.—[1] *Placid, gentle*, peaceful because *pleased*. [2] *Plea*, a *pleading* which excuses, *pleases*.

Plen, (*pleni*), from *plé nus*, full.

Plen*+*ary*; *re*+plen***+*ish* or *ish*+*ment* or *ish*+*er*; ***pleni***+*tude* or ***potent*** (see below) or ***potent***+(i)*ary*.**

From the derivative noun *plén i tas*, plenty, we get ***plent***+*y*; ***plenti***+*ful* or *ful*+*ly* or *ful*+*ness*; ***plente***+*ous* or *ous*+*ly* or *ous*+*ness*. From the kindred verb *plé re*, to fill, come *com*,[1] *sup*[2]+***ple***+*ment* or *ment*+*ary*; *im*+***ple***+*ment*;[3] *com*, *sup*+***ply***.

Helps for the Pupil.—[1] *Complement*, that which *fills out* or *completes*, as one hemisphere another; [2] *supplement*, an *addition* only. [3] *Implement*, *means* for *fulfilling* or *accomplishing*, an *instrument*.

Plum, (*plumi*), from *plú ma*, a feather.

Plum(e); ***plum***+*y* or *age* or *ule* or *ery*; ***plum***(e)+*less* or *let*; ***plumi***+***ger***+*ous*.**

Plumb, (*plumbi*), from *plúm bum*, lead.

Plumb;[1] ***plumb***+*er*[2] or *ery* or *ing* or *ic* or (e)*ous* or (e)*an* or ***lin***(e) or ***rul***(e); ***plumbi***+***fer***+*ous*; ***plum***(m)+*et*.[3]**

Helps for the Pupil.—What are a [1]plumb and a [3]plummet made of, and what metal does the [2]plumber handle?

Pot, Potat, (*pois*), from *po tá re*, *po tá tus*, to drink.

Pot;[1] ***pot***+*ion* or *able* or *able*+*ness*; ***pot***(t)+*er* or *le* or *ery*; ***pois***+*on*[2] or *on*+*ous* or *on*+*er*. ***Potat***+*ion* or *ory*; *com*+***potat***+*ion* or *or*.**

Helps for the Pupil.—What must a [1]pot have been used for in order to get its name, and in what form must [2]poison have been taken?

Potent, (*potenc*), the present part. root of *pós sum* (=*pó tis*+*sum*), *pós se*, to be able.

Potent; ***potent***+(i)*al* or (i)*al*+*ly* or (i)*al*+*ity*; *im*+

potent*; *omni*+potent***; *omni*+***potent***+*ly*; ***potenc***+*y*; *im*+***potenc***+*y* or (e); *omni*+***potenc***(e). From the *poss* of *possum* we get ***poss***+*ible* or *ibl*+*y* or ***poss***+*ibil*+*ity*; *im*+***poss***+*ible* or *ibl*+*y* or *ibil*+*ity*.**

Lesson XXXV.

Prehend, Prehens, (*pregn, prent, pris, priz*), from *pre hén de re, pre hén sus*, to seize, lay hold of.

Ap[1], *com*,[2] *re*+***prehend***; *im*+***pregn***+*able* or *abl*+*y* or *abil*+*ity*; *ap*+***prent***+*ice* or *ice*+*ship*. *Ap, com, re*+***prehens***+*ion* or *ive* or *ible* or *ibl*+*y*; ***prehens***+*ile*; *ap, com, enter, sur*+***pris***(e); *ap, re, sur*+***pris***+*al*; ***pris***+*on* or *on*+*er*; ***priz***(e).

Helps for the Pupil.—Bring out clearly the difference between [1] *apprehend* and [2] *comprehend*.

Pung, Punct, Punctur, (*poign, punch, point*), from *púng ge re, púnc tus*, to sting, prick, point.

Pung+*ent* or *ency*; *ex*+***pung***(e);[1] ***poign***+*ant* or *ant*+*ly* or *ancy*. *Com*+***punct***+*ion*[2] or (i)*ous*; ***punch***; ***point***; ***point***+*er* or *ed* or *ed*+*ly* or *ed*+*ness* or *less*. ***Punctur***(e).

From *púnc tum*, point, we get ***punctu***+*al*[3] or *al*+*ly* or *al*+*ity*. From the diminutive *punctilio* (Sp.), we get ***punct***+*il*+(i)*ous* or *il*+(i)*ous*+*ness*. From the derivative verb *punc tu á re, punc tu á tus*, we get ***punctuat***+*ion* or (e).[4]

Helps for the Pupil.—[1] *Expunge*, to prick out. In [2] *compunction*, what is metaphorically represented as *pricking*? [3] *Punctual*, on the very *point* of time. What is it to [4] *punctuate*?

Quadr, (***quadru, quadri, quart, quir, quatr, quat***), **from** ***quád rus,*** **a square, from** ***quát tu or,*** **four.**

Quadr + *ant* or *ant* + *al* or ***enni*** + *al* or *oon*;[1] ***quadr*** + *angul*(*angulus,* angle) + *ar* or *angl*(e); ***quadru*** + ***ped*** or ***ped*** + *al* or ***ple*** or ***plex***; ***quadri*** + *later*(*latus, lateris,* side) + *al*; ***quart***; ***quart*** + *er* or *er* + *ly* or *ette* or *an* or (o) (It.); ***quir***(e);[2] ***quatr*** + *ain*;[3] ***quat*** + *ern* + *ary* or *ern* + *ion.*

From the derivative *quad rá re, quad rá tus,* we have ***quadrat***;[4] ***quadrat*** + *ic* or *ics*;[5] ***quadratur***(e); *s*(=*es* =*ex*) + ***quadr*** + *on*; *s*(=*es*=*ex*) + ***quar***(e); *s* + ***quar***(e) + *ly* or *ness*; *s*(=*es*=*ex*) + ***quad***; ***quar*** + *ry.*[6]

Helps for the Pupil.—[1] *Quadroon,* the black blood only *one fourth.* [2] *Quire,* sheets of paper packed *four* (*now twenty-four*) together. [3] *Quatrain,* a stanza of *four lines,* or verses. [4] *Quadrat* (*quad.*), a *square* block of type-metal used in spacing. [5] *Quadratics,* that branch of algebra in which the *highest power* of *x, y,* etc., is a *square.* [6] *Quarry,* the *place* where stones are dug and *squared.*

Quant, (***quanti***), **from** ***quán tus,*** **how much?**

Quant + (um) (L.) or *ity*; ***quanti*** + ***fy*** or ***ficat*** + *ion.*

From *quán ti tas, quan ti tá tis,* come ***quantit*** + *ive* or *ive* + *ly*; ***quantitat*** + *ive* or *ive* + *ly.*

Quer, Quisit, (***quir, quest***), **from** ***quǽ re re, quǽ sí tus,*** **to seek, search for, ask, inquire.**

Quer + *y* or *ist*; *con* + ***quer***;[1] *con* + ***quer*** + *or* or *able*; *ac, in, re* + ***quir***(e); *ac, re* + ***quir***(e) + *ment*; *ac, re* + ***quir*** + *able*; *in* + ***quir*** + *er* or *ing* or *ing* + *ly* or *y* or (e). *Ac, dis,*[2] *in, re* + ***quisit*** + *ion*; *ex,*[3] *per, re* + ***quisit***(e); *ac, in* + ***quisit*** + *ive* or *ive* + *ness*; *in* + ***quisit*** + *or* or *ori* + *al*; ***quest***; *con, in, re* + ***quest***; ***quest*** + *ion* or *ion* + *able* or *ion* + *able* + *ness* or *ion* + *less* or *or*[4] or *or* + *ship.*

Helps for the Pupil.—[1] *Conquer*, to *seek* and *gain* by *force*. [2] *Disquisition*, a *searching investigation*. [3] *Exquisite*, *sought out* carefully; hence, of *surpassing quality*. [4] *Questor*, a *receiver* of taxes at Rome.

Qui, Quiet, (*quit, coy*), **from** ***qui és ce re, qui é tus,*** **to rest, repose, release.**

Qui + *esc* + *ent* or *ent* + *ly* or *ence*; *ac* + ***qui*** + *esc* + *ent* or *ence* or *esc*(e).[1] ***Quiet***; ***quiet*** + *ly* or *ness* or *ude* or *ist* or *ism*; *dis* + ***quiet***; *dis* + ***quiet*** + *ude*; ***quit***[2] (adj.); ***quit***(e); ***quit*** + ***claim***; ***coy***;[4] ***coy*** + *ly* or *ness* or *ish* or *ish* + *ness*.

From the derivative verb *qui e tá re*, to calm, to quiet, we get ***quit***[3] (verb); ***quit***(t) + *ance*; *ac* + ***quit***; *ac* + ***quit***(t) + *al* or *ance*; *re* + ***quit***(e);[5] *re* + ***quit*** + *al*.

Helps for the Pupil.—[1] *Acquiesce*, to *rest satisfied*. [2] *Quit* (adj.), *freed from*; [3] *quit* (verb), to *free from*, to *leave*. [4] *Coy*, *bashful*, *retired*. [5] *Requite*, *to return like for like*.

Lesson XXXVI.

Radi, (*ray*), **from** ***rá di us,*** **a ray.**

Radi + *al* or (us) (L.); ***ray***; ***ray*** + *less*.

From the derivative *ra di á re, ra di á tus,* we get ***radi*** + *ant* or *ant* + *ly* or *ance*; ***radiat*** + *ion* or (e); *ir* + ***radiat*** + *ion* or *ant* or (e).

Rap, Rapt, Raptur, (*rav, rept*), **from** ***ráp e re, ráp tus,*** **to seize, snatch, hurry away.**

Rap + *id* or *id* + *ly* or *id* + *ity* or *id* + *s* or *ine* or *acious* or *acious* + *ly* or *ac* + *ity*; ***rav*** + *age* or *en* or *en* + *ous* or *en* + *ous* + *ly* or *ine*[1] or *ish* or *ish* + *er* or *ish* + *ing* or *ish* + *ment*. ***Rapt***; *sur* + ***rept*** + *it*(=*ic*) + (i)*ous*[2] or *it* + (i)*ous* + *ly*. ***Raptur***(e);[3] ***raptur*** + *ous* or *ous* + *ly*; *en* + ***raptur***(e).

Helps for the Pupil.—[1] *Ravine*, a *gorge* cut out by *rushing* floods.

[2] *Surreptitious,* done *stealthily* and with *violence.* One in [3] *rapture* is *caught up* and *hurried away* in thought and feeling.

Rat, (*rati, reas*), from *ré ri, rá tus,* to think, suppose, calculate, fix, settle.

Rat(e) ;[1] *over, under* + ***rat***(e) ; ***rat*** + *able* or *abl* + *y* or *able* + *ness* or *ion* or (io) (L.) or *ion* + *al* or *ion* + *al* + *ly* or *ion* + *al* + *ize* or *ion* + *al* + *ist* or *ion* + *al* + *ist* + *ic* or *ion* + *al* + *ism* or *ion* + *al* + *ity ; **rati*** + ***fy***[2] or ***fi*** + *er* or ***ficat*** + *ion ; **reas*** + *on*[3] or *on* + *er* or *on* + *ing* or *on* + *able*[4] or *on* + *abl* + *y* or *on* + *able* + *ness.*

Helps for the Pupil.—[1] *Rate,* the *fixed* proportion. [2] *Ratify,* to *sanction, approve.* [3] *Reason,* the intellectual faculty which *thinks, concludes.* [4] *Reasonable, having reason, agreeable* to the *reason.*

Reg, Rect, (*roy, rig, regi, ress, recti*), from *rég e re, réc tus,* to rule, direct, arrange.

Reg + *al*[1] or *al* + *ly* or *al* + *ity* or *ent* or *ency* or *ion ; sur* + ***g***(=***reg***)(e) ; *in* + *sur* + ***g*** + *ent* or *ency ;*[2] *sou* + ***r***(=***reg***) + *ce ;*[3] *re* + *sou* + ***r*** + *ce ; **re*** + *al* + (m) ; ***roy*** + *al* or *al* + *ty* or *al* + *ist ; cor, in* + *cor* + ***rig*** + *ible*[4] or *ible* + *ness* or *ibil* + *ity ; **regi*** + *men*[5] or *ment* or *ment* + *al* or ***cid***(e). *Cor, di, e* + ***rect ;*** *cor, di, e, in* + *sur, re* + *sur* + ***rect*** + *ion ; cor, di, e* + ***rect*** + *or* or *ive* or *ly* or *ness ;* ***rect*** + *or* or *or* + *ate* or *ory ; di* + ***rect*** + *ory* or *or* + *ate ; d*(=*di*) + ***ress ;***[6] *d* + ***ress*** + *y ; ad* + *d, re* + *d* + ***ress ; recti*** + *tude* or ***fy*** or ***fi*** + *er* or ***fi*** + *able* or ***ficat*** + *ion.*

From the derivative *reg ná re,* we get ***regn*** + *ant* or *ancy ;* ***reign.*** From the derivative noun *rég u la,* we get ***regul*** + *ar* or *ar* + *ly* or *ar* + *ity ; ir* + ***regul*** + *ar* or *ar* + *ly* or *ar* + *ity ;* ***rul*** + *er* or *ing* or (e). From *reg u lá tus,* p.p. of *reg u lá re,* we get ***regulat*** + *ion* or *ive* or *or* or (e).

Helps for the Pupil.—[1] *Regal, pertaining to* the king, the *ruler.*

[2] *Insurgency*—the *directing*, or taking one's way, may be *from under*. [3] *Source*, the rise or origin or *cause* of *anything*. [4] *Corrigible*, that *may* be *set aright* or *corrected*. [5] *Regimen*, the prescribed *rule*, as of *diet*. [6] *Dress*, to *arrange* in *line*, to *arrange* one's *clothes*.

Rid, Ris, (*ridi*), **from** ***ri dé re, ri sus,*** **to mock, to laugh, to laugh at.**

De + ***rid***(e); *de* + ***rid*** + *er; **ridi*** + *cule* or *cul* + *ous.* ***Ris*** + *ible* or *ibil* + *ity* or *ibl* + *y ; de* + ***ris*** + *ion* or *ive* or *ive* + *ly* or *ory.*

Lesson XXXVII.

Riv, from ***rí vus,*** **a stream ;** ***rí pa,*** **a bank, shore.**

Riv + *er* or *al* or *al* + *ry;*[1] *cor, out* + ***riv*** + *al ; **riv*** + *ul* + *et.*
From the derivatives of *rivus*, we get *de* + ***riv*** + *able* or *abl* + *y* or (e) ; *de* + ***rivat*** + *ion* or *ive* or *ive* + *ly ; ar* + ***riv*** + *al* or (e).[2]

Helps for the Pupil.—[1] *Rivalry*—why, originally, between those on *opposite* banks of a *river ?* [2] *Arrive*, originally, to *reach* the *shore*—what, now ?

Rog, Rogat, from ***ro gá re, ro gá tus,*** **to ask, question, solicit.**

Ar + ***rog*** + *ant*[1] or *ant* + *ly* or *ance* or *ancy. Ab, ar, de, inter, sur* + ***rogat***(e);[2] *ab, de, inter, pro,*[3] *super*[4] + *e* + ***rogat*** + *ion ; de, inter* + ***rogat*** + *ory ; inter, pre* + ***rogat*** + *ive.*

Helps for the Pupil.—[1] *Arrogant, claiming* for one's self—now, *more* than one's *due*. [2] *Surrogate*, a substitute, an *officer* who presides over the *probate* of *wills*. [3] *Prorogation*, the *ending* of a *session* of *Parliament* and the *postponing* of its business. [4] *Supererogation*, the *doing more* than *duty requires.*

Rupt, Ruptur, (*rout, rut*), **from** ***rúm pe re, rúp tus,*** **to break, destroy, burst.**

Ab, bank[1] (bench), *cor, inter* + ***rupt***; *cor, dis, e, inter, ir* + ***rupt*** + *ion*; *ab* + ***rupt*** + *ly* or *ness*; *cor* + ***rupt*** + *ly* or *ness* or *er* or *ible* or *ibl* + *y* or *ibil* + *ity* or *ible* + *ness*; *in* + *cor* + ***rupt*** + *ly* or *ness* or *ible* or *ibl* + *y*; *e, ir* + ***rupt*** + *ive*; *inter, un* + *inter* + ***rupt*** + *ed* or *ed* + *ly*; *bank* + ***rupt*** + *cy*; ***rout***;[2] ***rout***(e);[3] ***rout*** + *ine*; ***rut***. ***Ruptur***(e).

Helps for the Pupil.—[1] *Bankrupt,* one *unable* to *pay* his *debts.* At Florence, it is said, the bankrupt had his bench (*i.e.*, money table) broken (Webster). [2] *Rout,* the lines of the army *broken.* [3] *Route,* a *way broken,* or cut through.

Sal, from ***sal, sá lis,*** **salt.**

Sal(t); ***sal*** + *ine* or *ary* or *ad*; ***sal***(t) + *er* or *ish* or *ness* or *less* or ***petr***(e) (see Lesson XLIII.).

From the derivative *sa lí re, sál sus,* we get ***sauc*** + *y* or *i* + *ly* or *i* + *ness* or *er* or (e); ***saus*** + *age.*

Sal, Salt, (*sali, sili, sail, sult, sault*), **from** ***sa lí re, sál tus,*** **to leap, rush, issue suddenly forth.**

Sal(l) + *y*; ***sal*** + (mon);[1] ***sali*** + *ent*[2] or *ent* + *ly*; ***re*** + ***sili*** + *ent* or *ence*; *as* + ***sail***; *as* + ***sail*** + *ant* or *able*; *de* + ***sult*** + *ory*[3] or *ori* + *ly* or *ori* + *ness*; *as* + ***sault.***

From the derivative *sal tá re, sal tá tus,* we get ***saltat*** + *ory* or *ion*; *ex* + ***ult***(=***sult***);[4] *ex* + ***ult*** + *ant* or *ing* + *ly*; *ex* + ***ultat*** + *ion*; *re* + ***sult***; *re* + ***sult*** + *ant.*

Helps for the Pupil.—[1] *Salmon,* the fish named, perhaps, from its habits. [2] *Salient, springing forward, projecting.* [3] *Desultory, leaping from one thing to another,* as from horse to horse in the ring; *inconstant.* [4] *Exult,* to *leap* for joy.

Sanct, (*sancti, sanctu, saint*), **from** ***san cí re sánc tus,*** **to ordain, to make sacred.**

Sanct + *ion* or *ity* or (um)(L.); *sancti* + *fy* or *fi* + *er* or *ficat* + *ion* or *mony* or *moni* + *ous*[1] or *moni* + *ous* + *ly* or *moni* + *ous* + *ness*; *sanctu* + *ary*; *saint*; *saint* + *ly* or *like* or *ed.*

Helps for the Pupil.—[1] *Sanctimonious, affecting sanctity.*

Sat, from ***sa tis,*** **enough.**

Sat(is) + *fy* or *fact* + *ion* or *fact* + *ory* or *fact* + *ori* + *ly*; *dis* + *sat*(is) + *fy* or *fact* + *ion.*

From the kindred verb *sa ti á re, sa ti á tus,* come *sat*(e); *sat* + *ed*; *sati* + *able*; *in* + *sati* + *able* or *abl* + *y* or *able* + *ness* or *abil* + *ity*; *satiat* + *ion* or (e). From the kindred adj. *sá tur,* we get *satir* + *ist* or *ize* or *ic* + *al* or (e).[1] From the derivative verb *sat u rá re, sat u rá tus,* we get *satur* + *able*; *saturat* + *ion* or (e).

Helps for the Pupil.—[1] *Satire,* originally, a dish filled with mixed ingredients, a medley; a species of *wit* holding *men* or *things* up to *ridicule.*

Sec, Sect, (*seg, sci, sick*), **from** ***se cá re, séc tus,*** **to cut.**

Sec + *ant*; *co* + *sec* + *ant*; *seg* + *ment*; *sci* + *on*; *sick* + *le.* *Bi, dis, in, inter, tri* + *sect*; *sect* + *or* or *ion* or *ion* + *al* or *ion* + *al* + *ism*; *bi, dis, inter, tri, vivi* + *sect* + *ion.*

Lesson XXXVIII.

Sen, from ***sé nex,*** **old.**

Sen + *ile* or *il* + *ity* or *esc* + *ent* or *ior* (L. comp. ending) or *ior* + *ity.* *Senior* is written also *sire, sir, seignior.*

From the derivative noun *se ná tus,* we get ***senat*** + *or*[1] or *or* + (i)*al* or *or* + (i)*al* + *ly* or *or* + *ship* or (e).

Helps for the Pupil.—[1] *Senator,* etymologically, an *old man.*

Serv, from *ser ví re,* to serve, see first list, additional roots.

Serv, Servat, from *ser vá re, ser vá tus,* to save, protect, give heed to.

Con, ob, pre, re + ***serv***(e) ; *con, ob, pre* + ***serv*** + *er ; ob* + ***serv*** + *able* or *abl* + *y* or *ant* or *ant* + *ly* or *ance ; ob, re, un* + *ob, un* + *re* + ***serv*** + *ed ; re* + ***serv*** + *ed* + *ly* or *ed* + *ness ; re* + ***serv*** + (oir) (Fr.). *Con, ob, pre, re* + ***servat*** + *ion ; con, ob* + ***servat*** + *or* or *ory ; con, pre* + ***servat*** + *ive ; con* + ***servat*** + *ism.*

Sist, see Sta below.

Son, Sonit (*sonn, soun*), from *so ná re, són i tus,* to sound.

Son + *or* + *ous* or *or* + *ous* + *ly* or *or* + *ous* + *ness ; **uni*** + ***son ; sonn*** + *et*[1] or *et* + *eer ;* ***soun***(d) (the *d* excrescent) ; ***soun***(d) + *less* or *ing ; re* + ***soun***(d). ***Sonat*** + (a) (L.).

From the derivatives of *sonare,* we get *as, con, dis, re* + ***son*** + *ant* or *ance ; per,*[2] *par*[3] + ***son ; per, par*** + ***son*** + *age ; per* + ***son*** + *al* or *al* + *ly* or *al* + *ity* or *al* + *ty ;*[4] *im* + *per* + ***son*** + *al* or *al* + *ly ; per* + ***soni*** + ***fy*** or ***ficat*** + *ion ; per* + ***sonat*** + *ion* or *or* or (e) ; *im* + *per* + ***sonat*** + *ion* or (e).

Helps for the Pupil.—[1] *Sonnet,* a stanza of fourteen lines. [2] *Person,* so called from the large-mouthed mask, worn by *actors, through* which the *voice* was *made* to *sound* (*personare*) with increased resonance. The name then extended to every one. The [3] *parson* was the *chief person* in the parish. [4] *Personalty, movables, chattels,* as opposed to *real* estate.

Sort, from *sors, sór tis,* lot, class, order, share.

Sort ; ***sort*** + *er* or *ance* ; *as, con, re* + ***sort*** ;[1] *as* + ***sort*** + *ment.*

From the derivative *sor ti á re,* to cast lots, we get ***sorcer*** + *y*[1] or *er* or *ess.*

Helps for the Pupil.—[1] *Sorcery,* divination by *casting* of *lots, magic.*

Spici, see Spec, Spic, first list.

Sta, Stat, (*st, stet*), from *stá re, stá tus,* to stand. Stant, the present participle form. Sist, from *sís te re, stá tus,* the causal and reduplicated form of *stare.*

Sta + *ble*[1] (*bulum*) or *bl* + *ing* ; *con* (from *comes* = *cum* + *ire,* to go, = *count*) + ***sta*** + *ble* ; ***sta*** + *ble* (*able*) or *bl* + *y* or *ble* + *ness* or *bil* + *ity* or *bl* + *ish* or *men* or *min* + (a) (L.) ; *e* + ***sta*** + *bl* + *ish* or *bl* + *ish* + *ment* ; *ob* + ***sta*** + *cle* ;[2] *con, di, in*[3] + ***sta*** + *nt* (= *ant*) or *nt* + *ly;* ***equi*** + *di* + ***sta*** + *nt* ; *circum,*[4] *di, in, sub*[5] + ***sta*** + *nc* (= *nt*) (e) ; *con* + ***sta*** + *nc* + *y* ; *in* + ***sta*** + *nt* + *an* + (e)*ous* ; *circum, sub* + ***sta*** + *nt* + (i)*al* or *nt* + (i)*al* + *ly* or *nt* + (i)*ate* ; *tran* + *sub* + ***sta*** + *nt* + *ion* or *nt* + (i)*ate* ; *sub* + ***sta*** + *nt* + *ive* ; *ex* + ***ta*** (= ***sta***) + *nt* ; ***sta*** + *n*(za) (It.) ; ***sta*** + *n*(ch) + *ion* ; *ar* + *re, contra, re*[6] + ***st*** ; *re* + ***st*** + *ive* or *ive* + *ness.* ***Stat***(e) ; *e, in, re, re* + *in* + ***stat***(e) ; ***stat***(e) + *ly* or *li* + *ness* ; ***stat*** + *ion* or *ion* + *ary* or *ion* + *ery* or *ion* + *er*[7] or *ist* or *ist* + *ic* + *al* or *ist* + *ics* or *ist* + *ic* + *ian* or *ure* or *ed* ; *ob* + ***stet*** + *rix* or *ric* + *s* or *ric* + *al.*

From the derivative noun *stát u a,* a standing image, we get ***statu*** + *ary* or *ette* or *esque* or (e). From the derivative verb *sta tú e re, sta tú tus,* to set up, establish, we get ***statut*** + *able* or *abl* + *y* or *ory* or (e) ; *con, de, in, pro, sub* + ***stitut*** + *ion* or (e) ; *con* + ***stitu*** + *ent* or *ency* ; *con* + ***stitut*** + *ion* + *al* or *ion* + *al* + *ly* or *ion* + *al* + *ist* or *ion* + *al* + *ism* or *ive* ; *in* + ***stitut*** + *ion* + *al* or *ive* ; *re* + ***stitut*** + *ion.*

Sís te re, the causal of *stare,* gives us *as, con, de, in, per, re, sub* + ***sist***; *as, re* + ***sist*** + *ance*; *as* + ***sist*** + *ant*; *con, in, in* + *con, per, sub* + ***sist*** + *ent* or *ence*; *con, in* + *con* + ***sist*** + *ency*; *re, ir* + *re* + ***sist*** + *ible* or *ibl* + *y* or *ibil* + *ity* or *ible* + *ness* or *less* or *less* + *ness*; *ex* + ***ist*** (= ***sist***);[8] *ex* + ***ist*** + *ent* or *ence*; *super* + ***stiti*** + *on*[9] or *ous* or *ous* + *ly*; *armi* (*arma,* arms), *sol*[10] (*sol, solis,* the sun) + ***stic***(e).

Helps for the Pupil.—[1] *Stable,* a *building* for *animals.* [2] *Obstacle,* literally, something *standing in the way.* [3] *Instant, standing near,* at the heels of, *pressing,* urgent. [4] *Circumstance,* literally, *standing around.* [5] *Substance, that standing under,* and embodying, its qualities. [6] *Rest,* that which *stands,* or is left, *over.* [7] *Stationer,* originally one who had a *station* or *stand* for the *sale* of *books.* [8] *Exist,* to *stand out,* to arise, *to be.* [9] *Superstition,* a *standing over* or by a thing as in *dread* or wonder, hence *excessiveness* in *worship* or *belief.* [10] *Solstice,* the point in the ecliptic where the *sun seems to stand still* in its northward or southward motion.

Lesson XXXIX.

Stell, from *stél la,* a star.

Stell + *ar* or *ul* + *ar.*

From the derivative vb. *stel lá re, stel lá tus,* and n. *stel lá ti o,* we have ***stellat*** + *ed* or (e); *con* + ***stellat*** + *ion.*

String, Strict, Strictur, (*strain, straint, strait, stress*), from *strín ge re, stríc tus,* to bind, draw tight, filter.

String + *ent* or *ent* + *ly* or *ency*; *a* + ***string*** + *ent* or *ency*; ***strain***; ***strain*** + *er*; *con, di, re* + ***strain***; *con, re* + ***strain*** + *able*; *con* + ***strain*** + *ed* or *ed* + *ly.* ***Strict***; ***strict*** + *ly* or *ness*; *di, re* + ***strict***; *con* + ***strict*** + *ion* or *or*; *re* + ***strict*** + *ion* or *ive* or *ive* + *ly* or *ed*; *un* + *re* + ***strict*** + *ed*; *con, di, re* + ***straint***; ***strait***; ***strait*** + *en* or *ly* or *ness*; ***strait*** + *s*; *di* + ***stress***; *di* + ***stress*** + *ful* or *ful* + *ly* or *ing.* ***Strictur***(e).

Su or Sui, from *sú i*, of one's self.

Sui*+*cid*(*cædere*, to slay)+*al* or ***cid*+*al*+*ly* or ***cid(e).

Suad, Suas, from *suád e re, suá sus*, to advise, exhort.

Dis, per+***suad***(e); *dis, per*+***suad***+*er* or *ed.* ***Suas***+*ion* or *ive* or *ive*+*ly*; *dis, per*+***suas***+*ion* or *ive* or *ive*+*ly* or *ive*+*ness.*

From the kindred adj. *su á vis* we have ***suav***(e); ***suav***+*ity.*

Surg, see Reg, Rect, above.

Taill or Tail, (*tall*), from *tailler* (Fr.), to cut.

Tail+*or* or *or*+*ing*; *de, en, re*+***tail***; *de*+***tail***+*s*; *en*+***tail***+*ment*; ***tall***+*y.*[1]

Helps for the Pupil.—How was the [1] tally originally kept?

Tang, see Tact, first list.

Teg, Tect, from *tég e re, téc tus*, to cover.

Teg(u)+*ment*; *in*+***teg***(u)+*ment* or *ment*+*ary.* *De, pro*+***tect***; *de*+***tect***+*ion* or *ive* or *or* or *er*; *pro*+***tect***+*ion* or *ion*+*ist* or *ive* or *ive*+*ly* or *or* or *or*+*al* or *or*+*ate* or *or*+*ship* or *r*+*ess*; *un*+*pro*+***tect***+*ed.*

From the diminutive noun *tég u la* we get ***til***(e); ***til***+*ing* or *ery.*

Tempor, (*temp, tens*), from *tém pus, tém por is*, time.

Tempor+*al* or *al*+*ly* or *al*+*ity* or *ary* or *ari*+*ly* or *ari*+*ness* or *ize* or *iz*+*er*; *con*+***tempor***+*ary* or *an*+(e)*ous*; *ex*+***tempor***(e)[1] or *an*+(e)*ous* or *ize*; ***temp***+*le*;[2] ***tens***(e).

From the derivative noun *tem pés tas, tem pes tá tis*, we get ***tempest***;[3] ***tempest***(u)+*ous* or *ous*+*ly* or *ous*+*ness.*

From the kindred verb *tem pe rá re, tem pe rá tus,* to moderate, qualify, we get ***temper;*** *at, dis* + ***temper;*** ***tempera*** + *nce* or *ment;* ***tamper;*** ***temperat***(e), ***temperat***(e) + *ly* or *ness;* *in* + ***tempera*** + *nce;* *in* + ***temperat***(e); *in* + ***temperat***(e) + *ly* or *ness;* ***temperatur***(e).

Helps for the Pupil.—[1] *Extempore, without time* taken for preparation. [2] *Temple,* the flat portion of either side of the head above the cheek-bone. [3] *Tempest, bad time* or weather, a *storm.*

Lesson XL.

Tend, Tens, or Tent, from *tén de re, tén sus,* or *tén tus,* to stretch, strive, try.

Tend;[1] *at, con, dis, ex, in, por,*[2] *pre, pro, sub, super* + *in* + ***tend;*** ***tend*** + *on* or *ency;* *at* + ***tend*** + *ant* or *ance;* ***tend*** + *er;* *pre* + ***tend*** + *er;*[3] *in* + ***tend*** + *ed* or *ant* or *ment;* *super* + *in* + ***tend*** + *ent* or *ence.* ***Tens***(e); ***tens*** + *ion* or *ile;* *in, pre* + ***tens***(e); *dis, ex* + ***tens*** + *ion;* *ex* + ***tens*** + *ive* or *ive* + *ly* or *ive* + *ness* or *ible* or *ibil* + *ity;* *in* + ***tens*** + *ive* or *ive* + *ly* or *ity* or (i)*fy* or (i)***ficat*** + *ion.* ***Tent;***[4] *con, ex, in, por* + ***tent;*** *at, con, in, in* + *at* + ***tent*** + *ion;* *at, in* + *at* + ***tent*** + *ive* or *ive* + *ly.*

From the derivatives *os tén de re, os tén sus,* and *os ten tá re, os ten tá tus,* to show, exhibit, display, we have *os* + ***tens*** + *ible* or *ibl* + *y;* *os* + ***tentat*** + *ion* or (i)*ous* or (i)*ous* + *ly* or (i)*ous* + *ness.*

Helps for the Pupil.—[1] *Tend, stretches toward.* [2] *Portend,* to *stretch out towards,* to *point to.* [3] *Pretender, one* who *stretches,* or lays, *claim* to *what* is *not his.* [4] *Tent, canvas stretched out* with ropes.

Test, (*testi*), from *tês tis,* a witness, one who attests.

Testi + *fy* or *fi* + *er* or *mony* or *moni* + *al.*

From the derivative *tes tá ri, tes tá tus,* to depose, to make one's last will, we have ***testa*** + *ment* or *ment* + *ary ;* ***testat*** + *or* or *r* + *ix ; in* + ***testat***(e) ; *at, con, de, pro* + ***test ; con*** + ***test*** + *able ; de* + ***test*** + *able* or *abl* + *y* or *able* + *ness ; pro* + ***test*** + *ant* or *ant* + *ism* or *er ; at, de, pro* + ***testat*** + *ion.*

Tort, Tortur, (*tor, tors, tortu*), **from** ***tor qué re, tór tus,*** **to turn, wrest, twist.**

Tort ;[1] *con, dis ex, re*[2] + ***tort ; con, dis*** + ***tort*** + *ion ; ex* + ***tort*** + *ion* or *ion* + *er* or *ion* + *ary* or *ion* + *ate ;* ***tort*** + (oise) ;[3] ***tor*** + *ment* or *ment* + *or* or *ment* + *ing* + *ly ;* ***tors*** + *ion ;* ***tortu*** + *ous* or *ous* + *ly* or *ous* + *ness* or *os* + *ity.* ***Tortur*** + *able* or *er* or (e).[4]

Helps for the Pupil.—[1] *Tort,* a *wrongful act, twisted* from the *right.* [2] *Retort,* a *censure returned ;* a *twisted,* or *bent, tube.* [3] *Tortoise,* named from its *bent feet.* [4] *Torture, writhing pain.*

Trah, Tract, (*trac, trail, train, tray, trait*), **from** ***trá he re, trác tus,*** **to draw.**

Sub + ***trah*** + *end.*[1] ***Tract ;***[2] ***tract*** + *ile* or *il* + *ity* or *ion ; abs, at, con, de, dis, ex, pro, sub* + ***tract ; abs, at, con, de, dis, ex, pro, sub*** + ***tract*** + *ion ; con, de, ex, pro* + ***tract*** + *or ; at* + ***tract*** + *able* or *abil* + *ity* or *ive* or *ive* + *ly* or *ive* + *ness ; abs, dis, pro* + ***tract*** + *ed* or *ed* + *ly ; con* + ***tract*** + *ed* or *ed* + *ly* or *ed* + *ness* or *ible* or *ible* + *ness* or *ibil* + *ity* or *ile* or *il* + *ity ;* ***trac*** + *er* or *ing* or *ery* or (e) ; ***trac***(e) + *able ;* ***trail ; train ; train*** + *er ; por* + ***tray ; trait ; por*** + ***trait ; por*** + ***trait*** + *ure.*

From the frequentative *trac tá re, trac tá tus,* to handle, manage, we get ***tract ;***[3] ***tracta*** + *ble* or *bl* + *y* or *ble* + *ness* or *bil* + *ity* or *r* + *ian ; re* + ***tract ;***[4] *re* + ***tract*** + *ion* or *ive* or

ile ; tractat(e); *re* + *tractat* + *ion ; treat ; treat* + *y* or *ise* or *ment ; en* + *treat ; en* + *treat* + *y.*

Helps for the Pupil.—From what is the [1] *subtrahend* to be *drawn,* or taken ? [2] *Tract,* a *region drawn* or *traced ;* [3] *tract,* a short *treatise.* [4] *Retract,* to *handle again,* to *withdraw.*

Trit, (*tri*), from *tér e re, trí tus,* to wear, rub, waste.

Trit(e) ; [1] ***trit***(e) + *ly* or *ness ; con* + ***trit***(e) ; [2] *con* + ***trit***(e) + *ly ; at, con, de* + ***trit*** + *ion ; de* + ***trit*** + (us) (L.) ; *de* + ***tri*** + *ment* or *ment* + *al.*

From the derivatives *trib u lá tus* and *trit u rá tus,* perfect participles of *trib u lá re* and *trit u rá re,* we get ***tribulat*** + *ion ;* [3] ***triturat*** + *ion* [4] or (e).

Helps for the Pupil.—[1] *Trite, worn out* by use, hackneyed. [2] *Contrite,* thoroughly *rubbed, bruised ;* hence *penitent.* [3] *Tribulation,* an *affliction* or providence sent to *thresh* and to separate the *corn* from the *chaff* of our natures, as the *tribulum* was used in *real threshing.* [4] *Trituration,* reducing to *grains* or *dust.*

Lesson XLI.

Trud, Trus, from *trú de re, trú sus,* to thrust, push.

De, ex, in, ob, pro + ***trud***(e); *in, ob* + ***trud*** + *er. De, ex, in, ob, pro* + ***trus*** + *ion ; in, ob, in* + *ob* + ***trus*** + *ive* or *ive* + *ly* or *ive* + *ness ; abs* + ***trus***(e); *abs* + ***trus***(e)[1] + *ly* or *ness.*

Helps for the Pupil.—[1] *Abstruse,* the meaning *thrust aside,* concealed.

Und, Undat, from *un dá re, un dá tus* (from *unda,* wave), to surge, swell.

Ab, red, super + *ab* + ***und*** + *ant* or *ant* + *ly* or *ance ; ab, red, super* + *ab* + (o)***und.*** *In* + ***undat*** + *ion* or (e).

From *un du lá tus,* p.p. of *un du lá re,* a derivative from *ún du la,* a little wave, we get ***undulat*** + *ion* or *ory* or (e).

Vad, Vas, from ***vád e re, vá sus,*** **to go, rush.**

E, in, per + ***vad***(e); *in* + ***vad*** + *er. E, in, per* + ***vas*** + *ion* or *ive* or *ive* + *ly ; e, per* + ***vas*** + *ive* + *ness.*

Val, (***valu, vail***), **from** ***va lé re,*** **to be strong, to be of worth.**

Val + *id* or *id* + *ity* or *id* + *ly* or *or* or *or* + *ous* or *or* + *ous* + *ly* or (i)*ant* or (i)*ant* + *ly* or (i)*ant* + *ness* or *ent* + *ine ; in* + ***val*** + *id* or *id* + *ity* or *id* + *ism* or *id* + *at* + *ion* or *id* + *ate ;* ***equi,*** *pre* + ***val*** + *ent* or *ent* + *ly* or *ence ;* ***val***(e) + ***dict*** + *ory* or ***dict*** + *ion* or *tud* + (in) + *ar* + *ian* or *tud* + (in) + *ar* + *ian* + *ism* or *tud* + (in) + *ary ; con* + ***val*** + *esc* + *ent* or *esc* + *ence* or *esc* (e); ***valu*** + *able* or *at* + *ion* or *at* + *or* or (e) ; *under* + ***valu***(e) ; *in* + ***valu*** + *able ; a, pre* + ***vail ; a*** + ***vail*** + *able* or *abl* + ***y*** or *abil* + *ity ; un* + *a* + ***vail*** + *ing* or *able.*

Ven, Vent, Ventur, (***veni, venu, ventu***), **from** ***ve ní re,*** ***vén tus,*** **to come.**

Con, contra, inter, super + ***ven***(e) ; *co* + ***ven*** + *ant* or *ant* + *er ; con* + ***veni*** + *ent*[1] or *ent* + *ly* or *ence ;* ***venu***(e) ; *a, re* + ***venu***(e). *Ad, circum, con, e,*[2] *in, pre* + ***vent ; con, contra, in, inter, pre***[3] + ***vent*** + *ion ; in, pre* + ***vent*** + *ive ; in* + ***vent*** + *or* or *ory ; e* + ***vent*** + *ful ; con* + ***vent*** + *ion* + *al* or *ion* + *al* + *ly* or *ion* + *al* + *ism* or *ion* + *al* + *ity* or (i)*cle ; con, e* + ***ventu*** + *al ; e* + ***ventu*** + *al* + *ly.* ***Ventur***(e) ;[4] *ad, mis* + *ad, per* + *ad* + ***ventur***(e) ; ***ventur*** + *ous* + *ly ;* ***ventur***(e) + *some ; ad* + ***ventur*** + *ous* or *ous* + *ness* or *er.*

Helps for the Pupil.—[1] *Convenient, coming together ;* hence *suitable.* [2] *Event,* what *comes out,* result. [3] *Prevention,* literally, *coming ahead ;* hence hindering, *thwarting.* [4] *Venture,* an undertaking whose issue or *event* is future and can *not* be *foreseen.*

Lesson XLII.

Vert, Vers, (*versi*), **from** *vér te re, vér sus,* **to turn.**

Vert+(ex) (L.) or (igo) or *ic*+*al* or *ic*+*al*+*ly*; *a, ad,* ***anim***+*ad, con, contro, di, in, per, re, retro, sub*+***vert***; *ad*+***vert***+*ise* or *ise*+*ment* or *is*+*er*; *in*+*ad*+***vert***+*ent* or *ent*+*ly* or *ence*; *con*+***vert***+*ible* or *ibl*+*y* or *ibil*+*ity.* ***Vers***(e); ***vers***+*ion*; *a, ad, di, in, ob, per, re, trans, tra,* ***uni***+***vers***(e); *a,* ***anim***+*ad, con, di, in, per, re, retro, sub*+***vers***+*ion*; *ad*+***vers***+*ary* or *ity*; ***anni***+***vers***+*ary*; *contro*+***vers***+*y*; *con, di, per, trans*+***vers***(e)+*ly*; *re*+***vers***+*al* or *ion*+*ary*; ***uni***+***vers***+*al* or *al*+*ist* or *al*+*ity* or *ity*; ***versi***+***fy*** or ***fi***+*er* or ***ficat***+*ion*; *di*+***versi***+***fy*** or *ity*; *contro*+***versi***+*al* or *al*+*ly* or *al*+*ist.*

From the frequentative *ver sá ri, ver sá tus,* we have *con*+***vers***+*ant* or (e); ***versat***+*ile* or *il*+*ity*; *con*+***versat***+*ion* or *ion*+*al* or *ion*+*al*+*ist*; *tergi*(*tergum,* back)+***versat***+*ion.*

Vi, (*voy*), **from** ***vi a,*** **way.**

De, ob, im+*per*+***vi***+*ous* or *ous*+*ly* or *ous*+*ness*; *tri*+***vi***+*al*[1] or *al*+*ly* or *al*+*ity*; ***vi***(a)+***duct***; ***voy***+*age* or *ag*+*er.*

From the derivative vb. *vi á re, vi á tus,* we get *con*+***vey***;[2] *con*+***vey***+*ance* or *anc*+*er*; *con, en*+***voy***; *de*+***viat***+*ion* or (e); *ob*+***viat***(e).

Helps for the Pupil.—[1] *Trivial*—of what character would be the conversation of people meeting at the junction of (*three*) *ways*? [2] *Convey,* to *bring* along the *way.*

Vic, (*vis*), from *ví cis*, turn, change, stead; ablative case, *ví ce*, in place of.

Vic+*ar* or *ar*+*age* or *ar*+(i)*al* or *ar*+(i)*ous* or *ar*+(i)*ous*+*ly*; *vic*(e)+*roy* or *reg*+*al* or *ger*+*ent* or *pre*+*sid*+*ent* or *pre*+*sid*+*ency*; *vis*+*count* (*comes*=*cum*+*ire*, to go with).

Volv, Volut, (*volu, volt*), from *vól ve re, vo lú tus*, to roll, turn around.

Circum, con, de, e, in, re+*volv*(e); *re*+*volv*+*er*. *Con, e, in, re*+*volut*+*ion*; *e, re*+*volut*+*ion*+*ist* or *ion*+*ary*; *volu*+*me*[1] (=*men*) or *min*+*ous* or *min*+*ous*+*ly* or *ble* or *bl*+*y* or *bil*+*ity*; *re*+*volt*; *re*+*volt*+*er* or *ing* or *ing*+*ly*.

Helps for the Pupil.—What do you infer from the fact that the first [1] volumes were rolls?

Vot, (*vow, vout*), from *vo vé re, vó tus*, to wish, to promise solemnly, to dedicate.

Vow; *a, dis*+*a*+*vow*; *a, dis*+*a*+*vow*+*al*. *Vot*(e); *vot*+*er* or *ive* or *ive*+*ly* or *ary* or *ar*+*ist* or *ar*+*ess* or *r*+*ess*; *de*+*vot*(e); *de*+*vot*+*ed* or *ed*+*ly* or *ed*+*ness* or *ion* or *ion*+*al* or *ee*; *de*+*vout*; *de*+*vout*+*ly*.

Helps for the Pupil.—What does a [1] vote express?

GREEK ROOTS.

Lesson XLIII.

Arch, (*arche, archi*), from *árchein*, to be first; *archế*, beginning, rule, chief.

Mon, patri (*pater*, father), *tetr*(*tetra*, four)+*arch*; *an, hept* (*hepta*, seven), *hier* (*hieros*, sacred), *mon, olig*(*oligos*,

few) + ***arch*** + *y* ; *mon, olig* + ***arch*** + *ic* + *al* ; *patri* + ***arch*** + *al* ; ***arch*** + *ive* + *s* ; ***arch*** + ***duk***(e) or ***duch*** + *y* or deacon or angel ; ***arche*** + *typ*(e) or *typ* + *al* ; ***archi*** + *tect* (*tekton,* workman) or *tect* + *ure* or *tect* + *ur* + *al* or *epi* + ***scop*** + *al* or pelago (sea) or trave (*trabs,* beam).

Cycl, (*cyclo*), from *cȳclus,* Gk. *kúklos,* circle, cycle, round of events.

Cycl + *ic* or *ic* + *al* ; *en* + ***cycl*** + *ic* + *al* ; ***cycl*** + *ops* (eye) ; *epi, tri, bi* + ***cycl***(e) ; ***cyclo*** + *ne* ; ***cyclo*** + pedia (*paideia,* instruction) ; *en* + ***cyclo*** + pedia ; ***cyclo*** + *id* or *id* + *al.*

Hor, (*horo, hour*), from *hóra,* hour, season.

Hor + *al* or *ary* ; ***horo*** + ***scop***(e) or ***scop*** + *ic* or ***scop*** + *ic* + *al* or ***log***(e) or ***log*** + *y* or ***log*** + *ic* + *al* ; ***hour*** ; ***hour*** + *ly* or glass or plate.

Pan, (*panto*), from *pan, pantós,* all, whole.

Pan + *the*(*theos,* God) + *ism* or *the* + *ist* or *the* + *ist* + *ic* or *the* + *on* ; ***pan*** + egyr + *ic* or egyr + *ist* or egyr + *ic* + *al* or egyr + *ize* ; ***pan*** + oply (*opla,* armor) ; ***pan*** + acea (*akos,* cure) ; ***pan*** + demoni + um ; ***pan*** + dect + *s* ; ***pan*** + orama (sight) or *oram* + *ic* or creas (flesh) ; ***panto*** + *mim*(imitate) + (e) or *mim* + *ic* or *mim* + *ist.*

Petr, (*petri*), from *pêtra,* rock.

Pet(e)r ; ***petr*** + *el*[1] or oleum[2] (oil) ; ***sal***(t) + ***petr***(e) ; ***petri*** + ***fy*** or ***fi*** + er or ***fact*** + ion or ***fact*** + ive or ***ficat*** + ion.

Helps for the Pupil.—[1] *Petrel,* the name given to the bird from its supposed ability to *walk* on the *sea,* like St. *Peter.* [2] *Petroleum,* called *rock oil* at first.

Phon, (*phono*), **from** ***phoné,*** **sound.**

Phon + *ic* or *ics ; anti* + ***phon ;*** *anti* + ***phon*** + *y ; eu* + ***phon*** + *y* or *ic* or *ic* + *al* or (i)*ous* or (i)*ous* + *ly ; sym* + ***phon*** + *y* or *ist* or (i)*ous or* (i)*ous* + *ly ;* ***phon*** + *et* + *ic* or *et* + *ic* + *al* or *et* + *ic* + *al* + *ly* or *et* + *ics* or *ics ;* ***phono*** + ***graph*** or ***graph*** + *er* or ***graph*** + *ic* or ***graph*** + *ic* + *al* or ***log*** + *y* or *typ*(e).

Physi, (*physio*), **from** ***phúsis,*** **nature.**

Physi + *c*(= *ic*) or *c* + *al* or *c* + *al* + *ly* or *c* + *ian* or *c* + *ist* or *cs ; meta* + ***physi*** + *cs* or *c* + *al* or *c* + *al* + *ly* or *c* + *ian ;* ***physio*** + ***log*** + *y* or ***log*** + *ic* + *al* or ***log*** + *ic* + *al* + *ly* or ***log*** + *ist* or *gnom*(*gnomon,* interpreter) + *y* or *gnom* + *ist.*

Scop, (*scept*), **from** ***skopós,*** **a watcher, a spy.**

Scop(e) ; *epi* + ***scop*** + *acy* or *al* or *al* + *ian* or *ate ;* (from *e pís co pus* comes the A.-S. *bi* + ***shop,*** and from this, *bi* + ***shop*** + *ric ;* ***arch*** + *bi* + ***shop ;*** ***arch*** + *bi* + ***shop*** + *ric*) ; *kal*(*kalos,* beautiful) + *eido* (*eidos,* form), *micro* (*mikros,* small), *stetho* (*stethos,* breast), *stereo*(*stereos,* solid) + ***scop***(e) ; *micro* + ***scop*** + *ic* or *ic* + *al ;* ***scept*** + *ic* or *ic* + *al* or *ic* + *ism.*

ANGLO-SAXON ROOTS.

Lesson XLIV.

Bear, bier, bar, bur, from ***beran,*** **to carry.**

Bear ; ***bear*** + *able* or *er* or *ing ; for, over* + ***bear ;*** *for, over* + ***bear*** + *ing ; for* + ***bear*** + *ance ;* ***bier ;***[1] ***bar***(r) + *ow ;*[2] ***bur*** + *d* + *en* or *d* + *en* + *some.*

Helps for the Pupil.—What is borne on a [1] bier ? What on a [2] barrow ?

Bit, bait, from ***bītan,*** **to bite.**

Bit; bit(e) ; ***bit*** + *cr* or *ing* ; ***bit***(t) + *er* or *er* + *ly* or *er* + *ness* or *er* + *s* or *er* + sweet ; ***bait.***

Brin, brim, bran, brun, brown, burn, from ***brinnan*** **or** ***byrnan,*** **to be on fire, to burn.**

Brin + *d* + *ed* or *d* + *le* + *d* or *y* or (e) ; ***brim*** + stone ; ***bran*** + *d* or *d* + *ed*[1] or *d* + *y* ; ***bran*** (***bran*** + *d*) + new ;[2] ***brun*** + *t*[3] or *ette* ; ***brown***;[4] ***brown*** + *ish* ; ***bruin*** ; ***burn*** ; ***burn*** + *er* or *ish* or *ish* + *er* or *t* or *ed.*

Helps for the Pupil.—[1] *Branded,* by *burning.* [2] *Bran new,* fresh as a burning *brand.* [3] *Brunt,* the place in battle where the *fight* rages *hottest.* [4] Brown, a *burnt* color.

Far, fer, for, from ***faran,*** **to go travel.**

Far(e) ; ***far***(e) + well ; field, thorough (through), wel + ***far***(e) ; ***fer*** + *ry* or *ry* + man or *ry* + boat ; ***for*** + *d* or *d* + *able.*

Grav, grov, groov, from ***grafan,*** **to dig, to cut.**

Grav(e) ; ***grav*** + *er* or *en* or *ing* ; *en* + ***grav*** + *er* or *ing* or (e) ; ***grov***(e) ; ***groov***(e).

Hal, hail, heal, hol, (w)**hol,** from ***hāl,*** **sound.**

Hal(e) ; ***hal***(l) + *ow*[1] or *ow* + *mas* or *ow* + e'en ; *was*(= *wæs,* be) + ***sail***(= ***hāl***) ; ***hail*** ; ***heal*** + *th* or *th* + *y* or *th* + *i* + *ly* or *th* + *i* + *ness* or *th* + *ful* or *th* + *ful* + *ly* or *th* + *ful* + *ness* ; ***hol*** + *y*[2] or *i* + *ness* or *i* + *ly* or *i* + day or (l)*y* + hock ; (***hal*** + *i* + but[3] = ***hol*** + *i* + but) ; (w)***hol***(e) ; (w)***hol*** + *ly* ; (w)***hol***(e) + *some* or *some* + *ness* or *some* + *ly* or sale.

Helps for the Pupil.—[1] *Hallow,* to make [2] *holy* ; that is, spiritually *sound.* [3] *Halibut,* a *fish* eaten *on holidays.*

Shear, shar, shor, shir, sher, scor, from *sceran*, to cut, divide.

***Shear*; *shear*+*s* or *er* or *ling*; *shar*(e); *shar*+*er*; *shar*(e)+holder; plow+*shar*(e);[1] *shor*(e); *shor*(e)+*less*; *shir*(e);[2] *shir*(e)+town; *sher*(=*shir*)+iff(=reeve); *pot*+*sher*+*d*; *scor*(e).[3]**

Helps for the Pupil.—A [1] *plowshare cuts* off the *slice* called *furrow*. [2] *Shire*, the old English *division* of land, *now* a *county*. [3] *Score*—to mark *twenty*, a *deep* notch was *cut*.

Shoot, shot, scot, sheet, shut, from *scēotan*, to throw.

***Shoot*; *shoot*+*er* or *ing*; *off*+*shoot*; *shot*; *scot*+free;[1] *sheet*+*ing* or anchor or lightning; *shut*; *shut*(t)+*er* or *le* or *le*+cock.**

Helps for the Pupil.—[1] *Scot free*, exempt from paying or shooting something into the general fund.

Stick, stak, steak, stock, stuck, stitch, from *stician*, to cling, adhere; and a probable *stecan*, to pierce, stab.

***Stick*;[1] *stick*+*y* or *i*+*ness*; *stak*(e); *steak*;[2] *stock*;[3] *stock*+*y* or *ish* or still or yard or jobber or holder or broker or dove or exchange; *stock*+*s*;[4] *stuck*; *stitch*; *stitch*+*ing* or *er*.**

Helps for the Pupil.—[1] *Stick*=to cleave=to stab=a branch. [2] *Steak*, meat on the end of a *stick* to be cooked. [3] *Stock*=part of a gun=capital=public funds=stump of a tree=family. [4] *Stocks*, for the feet, for the building of ships.

Trow, tro, tru, from *trēowe*, true.

***Trow*; *tro*+*th* or *th*+plight; *be*+*tro*+*th* or *th*+*ed*; *tru*(e); *tru*+*ly* or *ism* or *th*+*ful* or *th*+*ful*+*ly* or *th*+*ful*+*ness* or *st* or *st*+*er* or *st*+*ee* or *st*+*ful* or *st*+*ful*+*ly* or**

st+*ful*+*ness* or *st*+*y* or *st*+*i*+*ly* or *st*+*i*+*ness* or *st*+worth+*y*; *mis*+***tru***+*st* or *st*+*ful*.

Wit, wis, from *witan*, to know.

Wit; to ***wit***; ***wit***+*less* or *less*+*ness* or *ling*; ***wit***(t)+*y* or *i*+*ly* or *i*+*ness* or *i*+*c*+*ism*; ***wis***(e); ***wis***(e)+*ly*; ***wis***+*dom*.

LATIN PREFIXES.

ab (***a, abs***)	= from, away from.	***du*** (***duo***)	= two.
* ***ad*** (***a, ac, af, ag, al, am, an, ap, ar, as, at***)	= to, against.	***ex*** (***a, e, ec, ef, es,*** (e) ***s***)	= out of, from.
ambi (***amb, am, an***)	= around, on all sides.	***extra***	= beyond, without.
ante (***an***)	= before.	***in*** (***en, i, il, im, ir***)	= not.
bene	= well.	***in*** (***am, an, em, en, il, im, ir***)	= in, into, on, upon.
bi (***bin, bis***)	= two, twice.	***inter*** (***enter, intel***)	= among, between.
circum (***circu***)	= abound, around.	***intro***	= within.
contra (***contro, counter***)	= against.	***juxta***	= near to.
cum (***co, col, com, con, cor, coun***)	= with, together, or adds force.	***male*** (***mal***)	= badly, evil, or ill.
de	= away, down, from, or adds force.	***ne, noc*** (= ne + que, ***neg***)	= not.
dis (***de, des, di, dif***)	= apart, not, opposite act.	***non*** (= *ne* + *unum*)	= not, not one.
		ob (***o, oc, of, op, os, o b***)***s***)	= against, upon.
		pen (*pæne*)	= almost.
		per (***par, pel, pil***)	= through.
		post	= after.

* For the sake of euphony the last letter of the prefix is often changed to the first letter of the root, or is dropped.

pre	= before.
preter	= past, beyond.
pro (***prod, prof, pol, por, pur, pru***)	= for, forth, forwards.
re (***red***)	= again, back, against, or opposite act.
retro	= backward.
se (***sed***)	= away, from.
semi	= half.
sine	= without.
sub (***sou, suc, suf, sug, sum, sup, sur, sus***)	= under, from below.
subter	= under.
super (***sur***)	= over, above, beyond.
trans (***tran, tra, tres***)	= beyond, across, through.
tri (***tre***)	= three, thrice.
ultra	= beyond.
vice (***vis***)	= in place of.

ANGLO-SAXON, OR ENGLISH, PREFIXES.

a	= at, in, on, or adds force.
after	= behind.
all (***al***)	= wholly.
be	= to make, cause, by.
for	= against, not, or adds force.
fore	= before, in front.
forth	= forward.
full	= completely.
gain	= against.
in (***im***)	= in, into, within ; sometimes, intensive.
mis	= wrong, wrongly.
never	= not ever.
off	= from.
out	= beyond.
over	= above, in excess.
to	= at, the, this.
un	= not, opposite act in verbs.
under	= beneath.
well (***wel***)	= rightly.
with	= against, from, back.

GREEK PREFIXES.

amphi	= on both sides.
an (***a***)	= not.
ana	= again, back, through.
anti (***ant***)	= against.
apo (***ap***)	= from.
cata (***cat***)	= down.
di (***dis***)	= twice, two.
dia (***di***)	= through.
dys	= bad, ill.

***ec* (*ex*)** = from, out of.
***en* (*em*)** = in, on.
***epi* (*ep*)** = upon.
***eu* (*ev*)** = well.
hemi = half.
hyper = over.
***hypo* (*hyp*)** = under.
***meta* (*met*)** = beyond, after, change.
***mono* (*mon*)** = alone, one.
***para* (*par*)** = beside.
peri = around.
poly = many.
pro = before.
pseudo = false.
***syn* (*syl, sym, sys, sy*)** = with.

LATIN SUFFIXES.

The part of speech formed by the aid of the suffix is indicated by the letter placed before it.—*n.*=noun, *v.*=verb, *a.*=adjective, *ad.*=adverb.

Many of these suffixes are much changed in form and in meaning by long sojourn in the French language.

a ***able* (*abil, abl, ble, bl*); *ible* (*ibil, ibl, bil, bl*)** = able to be, fit to be, causing.
a ***aceous, acious*** = having the quality of, full of.
n ***acy*** = state or quality of being.
n ***ad.*** See *at.*
n ***age*** = state of being; act of: that which; a collection of.
a n ***al, el, (l)*** = pertaining to; the act of.
a n ***an, ain, ane, ean, ian*** = pertaining to; one who.
n ***ance, ancy* (*anc*)** = state of being; act of.
n ***and, end*** = L. fut. part. ending.
ant See *ent.*
a ***ar*** = pertaining to.
a n ***ary* (*ari*) *ar*** =belonging to; one who; place where.
n v ***at, it,*** p. part. ending; ending of L. n. stem also.
a n v ***ate,* (*at*)**=having; one who; to make.
ble. See *able.*

*n**bulum, bule,* (*bul*) *ble*= place; that which or by which.
*n**culum, cule,* (*cul*), *cle, cher* =place; that which or by which.
ce. See *acy.*
*n**cle, cel, cule,* (*cul*)=little (diminutives).
cy. See *acy.*
*n**ee*=one to whom.
veer. See second *er*, below.
el, eel. See *al.*
*n**ence,* (*enc*), *ency*=state of being.
*n**ens*=of, belonging to.
*n a**ent*=one who; that which; being or *ing.*
*n**er,* (*r*), *eer, ier,*=one who.
*v**er* (frequentative or causative).
*a**ern*=of, belonging to.
*n**ery, ry, er*=place where; state of being; collection; art of.
*v**esc*=to grow to or become.
*n**ess* denotes female agent.
*a**esque*=somewhat, like.
*a**est*=of, belonging to.
*a**estr*=of, belonging to.
*n**ette, et*=little (diminutive).
ey. See *y.*
ible. See *able.*
*a n**ic, ical*=pertaining to; made of; one who.
*n**ice*=state or quality of being; thing that.
*a**id*=quality, pertaining to.
ier. See *eer.*
*a**ile,* (*il*)=able to be; relating to.
*a**ine,* (*in*)=belonging to; n. ending also.
*n**ion*=act of; state of being: that which.
*a**ique*=belonging to.
ish. See *esc.*
*n a**ite*=one who; being.
*n**ity,* (*ty*)=state or quality of being.
*n a**ive,* (*iv*)=one who; that which; having power or quality.
*n**ix,* denotes a female.
*n**ix*=that which. [give.
*v**ize,* (*iz*), *ise,* (*is*) = to make, to
*v**le,* (*l*) (frequentative).
*a**le,* *n*(*l*). See *al, el.*
*n**lence*=abundance of.
*a**lent*=abounding in.
*n**men*=that acted upon.
*n**ment*=state of being; act of; that which.
*n**mony,* (*moni*)=state of being; that which; that derived from.
*a n**ocr*=pertaining to.
*n**on, oon, ion*=one who.
on. See *ion.*
*n**or*=one who; that which.
*n**or, our*=state or quality of being; place where.
*a n**ory,* (*ori*)=relating to; place where; thing which.
*a**ose,* (*os*), *ous*=full of, having.
*n**ot*=one who.
*n**r*=*er* or *or*=one who.
*r**ix* denotes female agent.
ry. See *ery.*
sion, son. See *ion.*

a ***time*** = belonging to.
tion. See *ion.*
n ***tude,*** (***tud, ude***) = state of being.
ty. See *ity.*
a ***ul*** = prone to.
n ***ule, ul*** = little (diminutives).
n ***ure,*** (***ur***) = state or act of; that which.
a ***urn*** = belonging to.
n ***y,*** (***i***) = state of being; that which.

ANGLO-SAXON, OR ENGLISH, SUFFIXES.

n ***ar*** = one who.
n ***ard*** = one who.
n ***dom*** = state of being; domain of.
v ***ed, d, t*** = past tense and past par. ending.
n ***el*** = that which or by which.
a v n ***en*** = made of; to make; past par. little (diminutive).
n ***er*** = one who; that which.
a ***er*** = more (comparative degree).
v ***er*** (frequentative or causative).
er (adjective ending).
a ***est*** = most (superlative degree).
a ***ful*** = full of, causing.
n ***head, hood*** = state or quality of being.
n ***ie, y*** = little (diminutives).
n v a ***ing*** = the act; continuing.
a v ***ish*** = somewhat; like; to make.
n ***kin*** = little (diminutive).
v ***le,*** denotes frequent action.
n ***le*** = that which.
a ***less*** = without.
n ***let*** = little (diminutive).
n ***ling*** = little (diminutive).
a adv ***ly,*** (***li, y***) = like, manner.
n ***ness*** = state or quality of being.
n ***ock*** = little (diminutive).
n ***or*** = one who, that which.
v ***ow*** = to make.
n ***ow*** = by which.
n v ***s*** *or* ***es*** the plu. ending of nouns and the ending of 3d per. sing. of verbs.
n ***'s*** *or* ***'*** denotes possessive case.
n ***ship*** = state of, office of.
a ***some*** = full of, causing.
n ***st*** = state of being.
n ***ster*** = one who.
n ***th, t*** = state of being.
adv ***ward, wards*** = direction of.
adv ***wise*** = manner.
n ***y.*** See *ie.*
a ***y*** = full of, having.
a adv ***y.*** See *ly.*

GREEK SUFFIXES.

a ***ac*** = pertaining to.
n ***et*** = one who.
a n ***ic, ical*** = pertaining to: made of; one who.
n ***ic, ics*** = science of.
ise, ize = to make; to give.
n ***ism*** = state of being; doctrine.
n ***ist*** = one who.
n ***y*** = state of being.

ORTHOGRAPHY.

Vowels and Consonants.

DEFINITION.—A *Vowel* is a letter that stands for a free, open sound of the voice.

The **vowels** are **a, e, i, o, u.**

W is a vowel when it unites with a preceding vowel to represent a vowel sound; as, *new, now;* and *y* is a vowel when it has the sound of *i;* as, *by, duty, boy.* *W* and *y* are consonants at the beginning of a word or a syllable; as, *wet, yet.*

DEFINITION.—A *Consonant* is a letter that stands for a sound made by the obstructed voice or the obstructed breath.*

The **consonants** are the letters of the alphabet not named above as vowels.

Sounds of the Vowels.

Diacritical marks used in *Webster's Dictionary.*

1. ā, *long,* in **hāte.**
2. ă, *short,* in **hăt.**
3. ä, *Italian,* in **färr.**
4. ạ, *broad,* in **ạll.**
5. à, *intermediate,* in **àsk.**
6. â, *long before r,* in **câre.**

1. ē, *long,* in **mē.**
2. ĕ, *short,* in **mĕt.**

1. ī, *long,* in **pīne.**
2. ĭ, *short,* in **pĭn.**

1. ō, *long,* in **nōte.**
2. ŏ, *short,* in **nŏt.**
3. o͝o (like *long* oo) in **do͝o.**

1. ū, *long,* in **tūbe.**
2. ŭ, *short,* in **tŭb.**
3. u͝ (like *short* oo) in **pu͝ll.**
4. û (before *r*) in **fûr.**

oi and oy (unmarked = ạĭ) in **oil, toy.**

ou and ow (unmarked = ȧŏŏ) in **out, now.**

* *H,* which represents a mere forcible breathing, is an exception.

One letter used for another.

ạ = ŏ, as in **whạt.**
ê = â, as in **whêre, hêir.**
e̱ = ā, as in **e̱ight.**
ẽ = û (nearly), as in **hẽr.**
ĭ = ē, as in **polĭce.**
ĩ = û (nearly), as in **sĩr.**
ȯ = ŭ, as in **dȯne.**
ọ = ụ, as in **wọlf.**
ô = a̱, as in **fôrm.**
o (unmarked) = û, as in **worm.**
o͞o = o̱, as in **mo͞on.**
o͞o = ụ, as in **wo͞ol.**
ụ = o̱, as in **rụde.**
ȳ = ī, as in **flȳ.**
y̆ = ĭ, as in **my̆th.**

Remarks.—*ȧ* is between *ă* and *ā*. *â* represents the first, or "radical," part of *ā*, touched lightly, without the "vanish," or *e* sound. *â* is nearly equivalent to *ĕ* prolonged before *r*.

û is between *ŭ* and *ĕ*. Some careful speakers discriminate between *û* (= *o* in *worm*) and *ẽ* (= *ĭ*), making the former a modification of *ŭ* and the latter a modification of *ĕ*.

In the "International Dictionary" (the latest "Webster"), *ȧ*, *ė*, *i̇*, *ȯ*, *u̇*, represent the long sounds as modified in syllables without accent; *e.g.*, *senȧte*, *ėvent*, *i̇dea*, *ȯbey*, *u̇nite*. The "International" often respells instead of using diacritical marks.

When one vowel of a diphthong is marked, the other is silent.

Diacritical marks used in *Worcester's Dictionary*.

ā in **hate.**
ă in **hat.**
ä in **far.**
â in **all.**
å in **ask.**
ȧ in **care.**
ē in **me.**
ĕ in **met.**
ī in **pine.**
ĭ in **pin.**
ō in **note.**
ŏ in **not.**
ô in **do.**
ū in **tube.**
ŭ in **tub.**
û in **pull.**
ū in **fur.**
o͝i, o͝y in **oil, toy.**
o͡u, o͡w in **out, now.**

e̊ in where.	**o̊ in form.**
ë in her.	**o͝o in moon.**
i̊ in police.	**u̇ in rude.**
ï in sir.	**ȳ in fly.**
o̊ in done.	**y̆ in myth.**

Sounds of the Consonants.

Explanation.—The two classes of consonants are arranged below in separate columns. Those in "1" are called *vocal consonants* (*voice consonants*), and those in "2" are called *aspirates* (*breath consonants*).

The letters with dots between them form pairs. Give the sound of the first letter of any pair, and you will find that, as the voice stops, the vanishing sound will be the sound of the other letter. The tongue, teeth, lips, and palate are in the same position for both, the only difference being that in one there is *voice*, and in the other only a *whisper*.

1. Vocal Consonants.	2. Aspirates.	1. Vocal Consonants.	2. Aspirates.
b	**p**	**r**	
d	**t**	**th** (in *thine*)	**(th** in *thin*)
g	**k**	**v**	**f**
	h	**w**	
j	**ch**	**y**	
l		**z** (in *zone*)	**s**
m		**z** (in *azure*)	**sh**
n			

C, q, and **x** are not found in the columns above. **C = k** or **s; q = k; x = ks** or **gz.**

Diacritical marks—Webster.

ç, *soft* (= s), in **ç**ent.	**s**, *sharp* (unmarked), in **s**ame.
c̱, *hard* (= k), in **c̱**all.	**s̱**, *soft* (= z), in **has̱**.
ch (unmarked) in **ch**ild.	**th**, *sharp* (unmarked), in **th**in.
çh, *soft* (= sh), in **çh**aise.	**t̶h̶**, *soft* or *vocal*, in **t̶h̶**is.
c̱h, *hard* (= k), in **c̱h**orus.	**n̲** (= ng) in **i**n**k**.
g̱, *hard*, in **g̱**et.	**x̱** (= gz) in **ex̱**ist.
ġ, *soft* (= j), in **ġ**em.	

Diacritical marks—Worcester.

ç in **cent.**	**Ģ, ģ** in **gem.**
c̣, ç (*or* **c̣**) in **call.**	**ṣ** in **has.**
ch (unmarked) in **child.**	**th** (unmarked) in **thin.**
c̣h in **chaise.**	**TH th̆** in **this.**
C̣H, c̣h (*or* **c̣h**) in **chorus.**	**x̣** in **exist.**
G̣, ģ in **get.**	

RULES FOR SPELLING.

RULE I.—Final *e* is dropped before a suffix beginning with a vowel; as, *fine, finer; love, loving.*

Exceptions.—Words ending in *ce* and *ge* retain *e* before *able* and *ous* to keep *c* and *g* soft; as, *peaceable, changeable, courageous.* Words in *oe* and *ee* retain the *e* unless the suffix begins with *e;* as, *hoeing, seeing.*

RULE II.—*Y* after a consonant becomes *i* before a suffix not beginning with *i*; as, *witty, wittier; dry, dried.*

Exception.—*Y* does not change before *'s;* as, *enemy's.*

RULE III.—In monosyllables and words accented on the last syllable, a final consonant after a single vowel doubles before a suffix beginning with a vowel; as, *hot, hotter; begin, beginning.*

Exceptions.—The final consonant is not doubled when, in the derivative, the accent is thrown from the last syllable of the primitive; as, *refer', ref'erence.* But we have *excel', ex'cellent, ex'cellence.* *X*, *k*, and *v* are never doubled.

Remark.—To the Rules above (and inferences from them) there are a few other exceptions; as, *dyeing* (coloring), *singeing, tingeing, mileage, awful, wholly, judgment, acknowledgment; slyly, dryness, piteous; gases, transferable, humbugged, crystallize, cancellation.*

Lesson XLV.

A BRIEF HISTORY OF THE ENGLISH LANGUAGE.—THE EARLY CONQUESTS OF BRITAIN.

The languages spoken on the earth have been more or less perfectly classified. Above all other classes in importance is that to which our own tongue belongs, namely :—

I. **The Indo-European Family.**—Of this family there are ten members—three Asiatic and seven European. Seven of the ten have long been recognized : (1) The Indian, or Sanskrit, used in Hindostan ; (2) the Iranian, or Ancient and Modern Persian ; (3) the Hellenic—Ancient and Modern Greek ; (4) the Italic, that is, the Latin and its descendants—viz., the Italian, the Spanish, the Portuguese, the French, the Provençal, the Rheto-Romanic, and the Wallachian ; (5) the Slavonic—preëminently the Russian ; (6) the Celtic, or Keltic, made up of the Cymric and the Gaelic ; and (7) the Teutonic, subdivided into the Gothic, the Scandinavian, the High German, and the Low German. Into the Low German the English falls. To these seven, recent scholars have added (8) the Lithuanian, closely related to the Slavonic ; (9) the Armenian ; and (10) the Albanian.

II. **The Celts.**—This people early occupied the Spanish Peninsula, Gaul when Cæsar subdued it, and Britain when Cæsar visited it in 55 and in 54 B.C. The Celts in Britain were at this time broken into many tribes, which seldom united in a common cause.

III. **The Roman Conquest.**—The Celts did not make a stubborn resistance to the Romans, who by 84 A.D. had conquered as far north as the Firth of Forth. This the Romans joined to the river Clyde by the wall of Antoninus. They subsequently built, as additional protection, the famous wall of Severus, or Hadrian's wall, uniting the Solway and the Tyne. The ***Romans*** did not attempt a thorough conquest of Britain; but, with their headquarters at Eboracum, now York, ***held*** the ***island*** by a series of fortified ***posts***, whose sites are now mainly indicated by towns with names ending in *chester*, *cester*, or *caster*—forms of the Latin *castra*, a camp. But the imperial city whose empire stretched so far, whose armies were largely composed of soldiers drafted from her subject peoples and led by generals of their own blood, was menaced by invading hordes, and was forced to recall her legions for her own defence. By 420 the soldiers had all left Britain, never to return, and the Celts were again free. But their freedom was of short duration. By the middle of the fifth century a more formidable invasion than the Roman had taken place, and a more thorough conquest was begun by

IV. **The Angles, the Saxons, and the Jutes.**—These peoples were of the Low German branch of the Teutonic stock. They had blue eyes and flaxen hair, were large of frame, fond of adventure on land and on sea, and were fierce and cruel in battle. They were owners and ***tillers*** of the ***soil***, hated cities, knew no king, and lived each group of related families within its mark, or district, which was bounded by a belt of neutral land from other "farmer commonwealths."

The ***Jutes***, we are told, came over under Hengist and Horsa in 449, and settled in Kent. Ella and his followers, in 477, and Cerdic with his, in 495, settled Sussex in the

south and Wessex in the west, and later ***Saxons*** founded Essex. The ending ***sex*** would of itself suggest the origin of these kingdoms. Three kingdoms north of Thames—the largest of which, Northumbria, stretched from the Humber to the Forth—were founded by the ***Angles.*** Besides Northumbria, East Anglia and Mercia were established.

The conquest of the Celts by these Low German invaders proceeded slowly. Not till 607 had the unexterminated Britons taken refuge in the western part of the island. And now for more than two hundred years the conquerors waged fierce war upon one another. The several ***kingdoms,*** for war begat the king, ***contended*** for the overlordship, till at last Wessex secured it, and Egbert its king ruled from the English Channel to the Firth of Forth.

Meanwhile the ***invaders*** had been ***Christianized,*** Augustine and his missionaries arriving from Rome in 597. The Christian temple rose on the site of the pagan fane. By the end of the seventh century, the Church was a single organization. As population increased, the ***marks*** coalesced and ***became shires,*** of which in Alfred's time there were thirty-two, each with its religious, legal, and political organization.

V. **The Danish Conquest.**—The Anglo-Saxon Chronicle relates that in 787 the ***Danes,*** as all Scandinavians at that time were called, ***began*** their ***invasions.*** Sweeping up the great rivers that pour into the North Sea, they laid waste the territory adjacent, harried and killed the inhabitants, and settled as they conquered. The very verb *harry* is Anglo-Saxon, derived from their name for the dreaded Danish army—*here.* What terror this army inspired may be gathered from the prayer that made its way into the Anglo-Saxon litany: "From the incursions of the Northmen, good Lord, deliver us."

These Scandinavians were beaten in great battles and driven back, but only to return. They were bought off with gold; and finally, on condition that they would confine themselves within it, they were given the territory to the east and north-east of ***Watling Street,*** an old Roman military road which stretched from near Dover through London to Chester on the Dee. But they could not be kept within the limits of this territory, called the ***Danelagh,*** and at last succeeded in placing four kings in succession on the throne of England—Sweyn, Canute, Harold Harefoot, and Hardicanute, 1013–1042.

VI. **The Norman Conquest.**—The ***Normans,*** or Northmen, were originally of the Norse, or Scandinavian, branch of the Teutonic race. "They were ***men of action,*** enterprising merchants, navigators, soldiers of fortune, leading the van of every battle from Norway to Byzantium." Breaking from the restraints of a power that was consolidating the Scandinavian kingdoms, they boldly ventured forth, conquered the Shetland Isles, the Orkneys, and the Hebrides, founded the kingdom of Caithness in Scotland, settled Iceland, discovered Greenland, and colonized Vinland, supposed to be on the coast of New-England.

In 911, a Norman chief, ***Rolf,*** or Rollo, the Ganger, with his band of vikings, got a footing in the fertile valley of the Seine. This province of Normandy he received as a fief from Charles the Simple, and married his daughter. The Normans were brought under French law and customs, became Christians, adopted the French language, married into French families, and caught the French spirit.

In 1066, the childless Edward the Confessor, of England, died, and Harold, his brother-in-law, succeeded him. But ***William,*** seventh Duke of Normandy, whose aunt, Emma,

had been married to Ethelred II. of England, claimed the throne by hereditary right and by the promise of both Edward and Harold, and set sail with thirty thousand followers for the coast of England. On October 14, 1066, he met and ***defeated Harold*** on the slope of Senlac, near Hastings, and soon after was crowned king at Westminster. This was the one conquest that reached down to the people of the island, and in time thoroughly leavened them. The admixture of new blood and another spirit proved a most signal blessing to them. We can call it no less than their ***regeneration.***

Lesson XLVI.

THE ENGLISH.—ITS COMPOSITION.

I. Celtic of the First Period—in English.—The language spoken on the island, after its conquest by the Angles, the Saxons, and the Jutes, was overwhelmingly that of the conquerors, and is called Anglo-Saxon. But it was not pure; a few Celtic words had entered it. The Celtic names for the rivers, lakes, hills, and mountains clung fast to these objects, and are found in English even now.

Isaac Taylor, in his *Words and Places,* says, "Throughout the whole of England there is hardly a single river-name which is not Celtic." *Avon,* Celtic for *water,* is the name of fourteen English rivers to-day. *Esk,* meaning the same thing, designates more than twenty. *Esk* has entered into the names of towns also, as in *Ex*eter, *Ax*minster, *Ox*ford, and *Ux*bridge. *Thames, Humber, Wye, Cam, Ouse,* and many other river-names are Celtic. *Pen* or *Ben,* the usual Celtic name for a mountain, is seen in the name for the range called *Pen*nine, in that of the hills called *Pen*tland, in

Ben-Nevis and *Ben*-Lomond. *Dun*, a hill-fortress, is found in Lon*don*, *Dum*barton, *Dun*dee, etc. Many other Celtic words can be found on almost any map of England, and, indeed, on the maps of Spain, Italy, Switzerland, and Germany. Besides these geographical terms it is said that the common words

Clout, crock, cradle, cart, down, pillow, barrow, glen, havoc, kiln, mattock, and pool

came into the Anglo-Saxon before the Norman Conquest. As other Celtic words appeared later, we will call all these, whether geographical or not, entering the Anglo-Saxon and continued on into English, the ***Celtic, or Keltic, of the First Period.***

II. **Latin of the First Period—in English.**—But in the Celtic vocabulary foreign words had found a lodgment. The Romans held most of the island for hundreds of years. Many of their words filtered down into the speech of the subject Celts. Some of these, seven it is said, forced their way up into the language of the Anglo-Saxon conquerors. *Castra*, a camp, appears in the names of towns ending in *chester*, *caster*, and *cester*, as Man*chester*, Lan*caster*, and Lei*cester*; *strata*, paved streets, in *Strat*ford, *Streat*ham, etc.; *colonia*, a settlement, in Lin*coln* and *Colne*; *fossa*, a trench, in *Foss*way and *Fos*bridge; *portus*, a harbor, in *Ports*mouth and Brid*port*; *vallum*, a rampart, in *wall*; and *mile*. These seven now in English we call ***Latin of the First Period.***

III. **Latin of the Second Period—in English.**—But, as we have said, the heathen Anglo-Saxons were Christianized. Hosts of ***Roman words,*** some of which were derived from the Greek, ***came*** in ***with,*** or ***followed*** in the wake of, the

Christian ***Church,*** whose services were conducted in Latin. *Presbyter,* originally an elder, *apostolus,* one sent, *clericus,* one ordained, and *episcopus,* an overseer, taking the forms in Anglo-Saxon of *preost, postol, clerc,* and *biscop,* and in English of *priest, apostle, clerk,* and *bishop,* and such words as *cheese, pound, candle, table,* and *marble* illustrate these acquisitions. Of the Latin words brought into Anglo-Saxon by the Church, or entering through the door which it opened, there were before the Norman Conquest at least six hundred, it is thought; if compounds are counted, three or four times as many. These are styled the ***Latin of the Second Period.***

IV. **Scandinavian of the First Period—in English.**—The Danish Conquest introduced ***Scandinavian terms.*** Taylor says that in the east of England, most of them in the Danelagh, there are six hundred places whose names end in *by,* Scandinavian for *town.* This is seen in Rug*by,* Grims*by,* in one hundred names in Lincolnshire alone, and in our *by*-law. *Thorp,* or *torp,* German *dorf,* a village, is found in Al*thorpe* and Wils*trop; thwaite,* a clearing, in Fins*thwaite* and Brai*thwaite; ness,* a nose or cape, in Sheer*ness* and Caith*ness; wic,* a creek or bay, in *Wick*ham, Nor*wich,* and in *vik*ing; *toft,* a homestead, in Lowes*toft* and *Tot*ness; and *garth,* a yard, in Apple*garth* and Fish*guard.* All these and *beck,* a brook; *force,* a waterfall; *dale,* German *thal,* a valley; and *holm,* an island, existing as separate words or in composition, and entering before the Norman Conquest, we call ***Scandinavian of the First Period.***

V. **The Norman French—Latin of the Third Period—in English.**—The ***changes*** which the Anglo-Saxon underwent because of the Norman Conquest are vital, we will say ***fundamental;*** they amount to a revolution. A change of

name is needed to mark this. We have refrained from calling the dominant people of the island, or their speech, before 1066, by any other term than *Anglo-Saxon*. But after the union of the peoples and of the languages, a new word is needed to denote new things; and this term we have in the word ***English***. As we use it, ***English*** denotes always the race resulting from the marriage of the two peoples, or the speech resulting from the union of the two tongues.

But we must guard against supposing that either the two peoples or the two tongues were welded into one instantaneously. They grew together, and this growth was slow.

The Two Peoples Side by Side.—Any ***yoke*** of conquest would be ***galling*** to the liberty-loving Anglo-Saxons, but there are special reasons why this was so. The conquerors were of alien blood, and national animosity existed between them and the conquered. William confiscated the entire soil. He parceled out the land, upon condition of military service, among a score or more of great vassals, among some hundreds of inferior crown-vassals, and among the higher clergy. "The meanest Norman rose to wealth and power in the new dominion of the Duke." Shoals of Norman ecclesiastics came across the Channel, and the people were forced to receive even religious consolation from foreigners. Another language than their own prevailed in all places of authority—in the palace and among the nobility, in law courts, in the schools. To their painful consciousness of social and political degradation was added their keen sense of the scorn with which the Norman regarded their lack of culture and their "barbarous tongue."

But the ***influences*** operative through all these years were ***not wholly*** those ***of repulsion.*** These two peoples living together had to meet each other in the field and in the town.

They were forced to buy of each other and to sell to each other. The subject race gradually acquired definite rights. The serf was struggling to become a copyholder, and the copyholder to be a freeholder. The military power of the nobles was waning. The courts of the feudal baronage were shorn of their power. The feudal system was giving way. The Anglo-Saxons were improving in education as in material things. They and the Normans intermarried.

A strong ***national feeling*** was springing up before which their mutual antagonism was yielding. This feeling was aided by the fact that the English kings had vast possessions in France, partly hereditary and partly acquired by marriage. To hold these against the French kings required a united people. And to make head against the encroachments of their own kings the nobility were forced to make common cause with the people. To what extent the barons identified the cause of the commons with their own may be seen from the celebrated provisions of the Great Charter extorted from King John in 1215.

Lesson XLVII.

THE ENGLISH.—ITS COMPOSITION.—CONTINUED.

V. **Latin of the Third Period—in English.—Continued.**—Yet how slowly the Anglo-Saxon and the French were blending in the vocabulary of writers, at least, may be seen in the fact that Layamon's *Brut*, a poem of thirty-two thousand lines, written in 1205, does not contain a hundred and fifty French words; and that in the *Ormulum*, a poem of twenty thousand lines, appearing in the year of *Magna Charta*, scarcely fifty French words are found.

The Two Languages Side by Side.—But during this period the ***linguistic difficulties*** in the way of a coalescence were gradually ***lessening.*** This period was for the subject race one of great and general depression. Their speech was no longer cultivated. The standards in it were all forgotten. Anglo-Saxon was no longer taught in schools, spoken at the palace and in the castles of the nobles, or used in courts of law. Few were writing in it. It was left in the care of those ignorant of the literature in it and of its grammar, and familiar only with the vocabulary employed in speech upon the commonplace topics of the household, the farm, the street.

The effect of all this upon the language can easily be inferred. A large ***fraction*** of the vocabulary, the more dignified and scholarly portion, ***fell into neglect*** and then into oblivion. Of the words kept in circulation, so much of each as we call its grammatical inflections, denoting case, person, number, tense, almost entirely perished. These inflections would be retained only by those aware of their importance. When, then, this Anglo-Saxon speech had forced itself upon the Normans, as it fairly succeeded in doing by the second half of the fourteenth century, it was far ***easier to master*** than it would have been immediately after 1066. It is estimated that nearly one-half of the words in the vocabulary before the Conquest dropped out of it in the three hundred years immediately following, and we certainly know that the grammar had been vastly simplified.

Instruction Revolutionized.—We said that by 1350 the conquered had forced their tongue upon their conquerors. We have it upon the authority of John of Trevisa, that, after the great pestilence of 1349, the ***instruction*** of youth was ***revolutionized.*** John Cornwall changed the instruction in the grammar-school from French into English, and Richard

Pencrich and others followed his lead, so that in 1385 in all the grammar-schools of England the children had abandoned French and were taught in English. In 1362 French was exchanged for English in the courts of law. An act of Parliament was passed in this year, ordering that in all the courts "all pleas . . . shall be pleaded, shewed, defended, answered, debated, and judged in the English tongue." Great writers had now arisen—Wyclif, 1324–1384, in prose; Chaucer, 1340–1400, in poetry. They wrote in English, and their influence upon the plastic language of their time, and upon all English writers succeeding, is simply incalculable.

The Norman-French—Corrupt.—We may add that the adoption of Anglo-Saxon by the Norman was greatly facilitated by the fact that the ***French he was using*** had become sadly ***corrupt.*** That which he brought over from the Continent was not the French of Paris, but the degenerate tongue of Normandy, and so at best was provincial, a mere *patois.* But during the centuries of its use in England it had been kept from free contact with the dialect of Normandy, and so had deteriorated even from this imperfect standard—had become, as Lounsbury aptly puts it, a mere *patois* of a *patois.*

When now we say that by 1400, and even earlier, English was generally used, what are we really saying? What do we mean by ***English?*** We mean a speech not in existence by itself till long after the Norman Conquest; a speech neither Anglo-Saxon nor French, but ***Anglo-Saxon and French;*** a speech to which both of these contributed, to form which both of these combined. What by mutual giving and taking the two jointly formed is the English—*one* speech after the union, but not univocal, not all of a piece, every speaker of which is bilingual.

The Norman-French—really Latin.—We have hitherto called the tongue brought over by the Conqueror ***Norman-French.*** But it is time now to say that in reality it ***was Latin.*** Just before the Christian era began, Julius Cæsar subdued the people then in possession of what is now France, and imposed upon them his language, which was that of Rome. This language, used for a thousand years by a people to whom it was not the mother-tongue, the Normans, of still another alien stock, acquired, and brought into England. Spoken a whole millennium by those whose vernacular it displaced, and from them learned by strangers, ***the words*** had lost much of their original form and meaning. They were almost invariably ***shortened.*** By a dropping of vowels or consonants, or of both, two or three syllables had been squeezed into one; as, French *sûr*, our *sure*, from original Latin *securus;* French *règle*, our *rule*, from Latin *regula;* French *île*, English *isle*, from *insula*. And sometimes the final and unaccented syllable or syllables seem not to have been caught by the subject Gaul; or, if caught, were not retained. The Latin *domina*, for instance, appears in French as the truncated *dame;* and *malum*, as *mal*. Still, though changed, the French words are Latin; their essential identity with the words used by the countrymen of Horace and Virgil is easily seen. These Norman-French words, introduced in the centuries succeeding the Conquest, and entering into union with the Anglo-Saxon to form the English, constitute the ***Latin of the Third Period.***

VI. **Latin of the Fourth Period—in English.**—The Norman-French words in English were largely spoken words—words dropping from the tongue, and learned by the ear, both in France and afterward in England. But there was ***another large influx of Latin*** words consequent upon that great

quickening of European mind known as the *Renaissance*, or Revival of Learning, the first waves of which touched English shores about the opening of the sixteenth century. The New Learning and the new ideas to which it gave birth demanded new words; and, from 1550 to 1660, Latin was the store on which writers began to draw. But the Latin of these learned men was the Latin of the eye and the pen, taken from Latin literature; or, if from French as well, it was not the language spoken by the people. The Latin words thus transferred to English had suffered then, and have suffered since, little or no change, and may readily be distinguished from the Latin of the Third Period by their fuller form. These Latin words, brought in to meet the needs of scholars—and their coming has not yet wholly ceased—are called the ***Latin of the Fourth Period.***

Lesson XLVIII.

THE ENGLISH.—ITS COMPOSITION.—CONTINUED.

VII. **Celtic of the Second Period—in English.**—But as the original Celtic of Britain had Latin words in it, so the Latin of the Normans had Celtic words in it. The Gauls themselves were Celts; and it could not be that, when forced to adopt the Latin tongue, they would surrender every word of their own speech. Indeed, in the province of Brittany, the native tongue was not exterminated, and, as Breton, still survives. The Celtic words brought into English by the incoming of the Normans constitute the ***Celtic of the Second Period.*** A few of these words are

Baggage, bar, barrel, basin, button, carry, pottage, truant, varlet, and vassal.

VIII. **Celtic of the Third Period—in English.**—Whatever Celtic words have been admitted into English since, whether Irish, Welsh, Gaelic, or Breton—and

Clan, claymore, flimsy, kern, pibroch, plaid, spalpeen, and whiskey

are samples of these—constitute the ***Celtic of the Third Period.***

IX. **Scandinavian of the Second Period—in English.**—Whatever Scandinavian words have come into English since the Norman Conquest, and, according to Professor Skeat, their name is legion, such as,

Are, call, drag, gabble, grab, hap, hinge, hurry, lug, lunch, pod, sag, scratch, scream, shirt, stutter, teem, whim, and whisk,

we call ***Scandinavian of the Second Period.***

X. **Greek—in English.**—***Greek*** has a very respectable contingent in English—five per cent. of the whole vocabulary, Trench estimates. Perhaps half this number would be a better guess. They are largely scientific and technical, rarely on the tongue in conversation. They are such as :—

Amphibious, anodyne, blaspheme, catarrh, cynosure, decagon, dilemma, doxology, electric, exegesis, heliocentric, heterodox, hyperbole, isosceles, labyrinth, lexicon, mechanic, metamorphosis, monosyllable, necrology, oxygen, phrenology, rhetoric, squirrel, surgeon, synonym, telegraph, thermometer, trophy, tyrant, and zoölogy.

From the ***Hebrew***, we have such words as :—

Amen, cabal, cherub, hallelujah, hosannah, Jehovah, jubilee, manna, sabbath, Satan, seraph, and shibboleth.

The English race has had intercourse, commercial, literary, or other, with the peoples of all lands. From most of these

it has brought home words which it has naturalized and made good English.

From the ***Italian,*** we have imported such words as :—

Alarm, balcony, bankrupt, canto, citadel, concert, contraband, cupola, duet, gondola, guitar, influenza, lava, malaria, motto, mustache, opera, piano, pistol, portico, quota, regatta, sonnet, soprano, studio, trio, vista, and volcano.

From the ***Spanish,*** such words as :—

Armada, bravado, buffalo, cargo, cigar, cork, embargo, indigo, merino, mulatto, negro, renegade, sherry, tornado, and vanilla.

From the ***Portuguese,*** such as :—

Caste, cocoa-nut, commodore, lasso, molasses, palaver, and tank.

From the ***Dutch,*** such as :—

Aloof, bluff, boor, brandy, bumpkin, elope, fop, gas, hustle, knapsack, landscape, loiter, luff, measles, ogle, reef, skates, skipper, sloop, wagon, yacht, and yawl.

From the ***German,*** such as :—

Dutch, feldspar, loafer, meerschaum, nickel, plunder, poodle, quartz, swindler, trull, and zinc.

From the ***Slavonic,*** such as :—

Calash, czar, knout, polka, sable, slave, and steppe.

From the ***Persian,*** such as :—

Bazaar, caravan, check, checkers, chess, ghoul, hazard, horde, jar, lemon, lilac, mummy, orange, rice, sash, shawl, and veranda.

From the ***Hindu,*** such as :—

Banyan, calico, chintz, jungle, pagoda, shampoo, sugar, and toddy.

From the ***Turkish***, such as :—

Bey, janissary, ottoman, and tulip.

From the ***Malay***, such as :—

Bamboo, bantam, gong, gutta-percha, mango, rattan, and sago.

From the ***Polynesian***, such as :—

Boomerang, kangaroo, taboo, and tattoo.

From the ***Chinese***, such as :—

China, junk, nankeen, serge, silk, tea, and typhoon.

From the ***Arabic***, such as :—

Alcohol, algebra, alkali, candy, chemistry, cipher, cotton, crimson, elixir, gazelle, magazine, nadir, sofa, tariff, zenith, and zero.

From the ***North American Indian***, such as :—

Hominy, moose, raccoon, skunk, squaw, tomahawk, and wigwam.

From the ***West Indian***, such as :—

Buccaneer, cannibal, canoe, hammock, maize, potato, and tobacco.

But, after all, the great component elements of English are the Anglo-Saxon and the Latin—the Latin mostly that of the Third and Fourth Periods, of course.

It is from the Anglo-Saxon that the English derives all the grammar it has. The grammatical forms of the English noun, pronoun, and verb are those not sloughed off during the centuries immediately succeeding the Norman Conquest. Some, like the *s* for the plural and for the possessive singular of nouns, had a footing in the Anglo-Saxon, and have been universalized by the influence of the Norman-French. But the Norman-French can hardly be said to have introduced anything new into our grammar.

THE ENGLISH VOCABULARY IS COMPOSED OF WORDS FROM

1. ***Anglo-Saxon.***
2. ***Latin*** ..... — ***Of the First Period.*** / ***Of the Second Period.*** / ***Of the Third Period.*** / ***Of the Fourth Period.***
3. ***Greek.***
4. ***Indo-European.***
5. ***Celtic*** ..... — ***Of the First Period.*** / ***Of the Second Period.*** / ***Of the Third Period.***
6. ***Scandinavian*** .. — ***Of the First Period.*** / ***Of the Second Period.***
7. ***Hebrew.***
8. ***Such other Languages as*** ..... — the ***Italian,*** the ***Spanish,*** the ***Portuguese*** (these three Latin in origin), the ***Dutch,*** the ***German,*** the ***Slavonic,*** the ***Persian,*** the ***Hindu,*** the ***Turkish,*** the ***Malay,*** the ***Polynesian,*** the ***Chinese,*** the ***Arabic,*** the ***North American Indian,*** and the ***West Indian.***

Lesson XLIX.

THE ANGLO-SAXON AND THE LATIN IN OUR VOCABULARY.

The ***Norman words, Latin*** as we have seen, ***came*** into English (1) to supply the demands of the blended peoples for terms to denote things and express thoughts which the Saxons never had, and so had no words to denote. They

came (2) to fill the gap caused by the loss of words which the Anglo-Saxons before the Conquest *did* have. They came (3) as contestants for the places already filled by the Anglo-Saxon. In this contest the Latin (*a*) sometimes dislodged the Anglo-Saxon. *Labor* and *toil* do duty now instead of *swincan,* and *voice* has supplanted *stefen.* Often in the struggle the Latin (*b*) divided the ground with the Anglo-Saxon. *Color* exists side by side with *hiw* or *hue,* and *joy* with *bliss.* But oftener, perhaps, the Anglo-Saxon (*c*) held their positions, and the Latin words never secured the coveted footing in the language.

Latin words have come in, in great numbers, ***since,*** to satisfy the demands of our ever-increasing knowledge and higher development. For little attempt has been made to meet these insatiable requirements by any effort to compound into new vocables the old Anglo-Saxon material preserved.

These, too, have entered into contest with the Anglo-Saxon for the places occupied by them.

We may say that the pronouns ; the numerals ; the irregular verbs (except *strive*), including the auxiliaries ; the prepositions and the conjunctions (excepting *save, except, concerning,* and *because,* and a few others) are Anglo-Saxon. A slight percentage of the other words are Indo-European ; some are Celtic, some Scandinavian, some Greek, some Hebrew, and some have been adopted from the peoples with whom the English have had intercourse.

The remainder are Anglo-Saxon and Latin. It is of this ***remainder,*** the bulk of the vocabulary, more than ninety per cent. of it, that we wish now to speak. And we should speak more plainly if we could speak specifically, if we could throw these words into classes and look at them there. This

we cannot do here, but we can give the results reached by us in work of this kind done elsewhere—results which not unfaithfully picture the functions of the Anglo-Saxon and of the Latin in the English vocabulary.

What Words Belong to the Anglo-Saxon.—The names of such things (1) in the animal and vegetable worlds as were native to the island, and generally known before the Norman Conquest; the names (2) of the outward parts of the animal body, and of those internal organs that easily reveal their presence; (3) of common buildings and their necessary parts; (4) of the household equipment that families living in such houses must have; (5) of such farm implements as a people rude in arts and agriculture could make and use; (6) of occupations mainly manual; (7) of the essential divisions of time; (8) the verbs that express many of the customary acts in the material world and operations in the mental; and (9) adjectives that denote obvious sensible qualities, and the obtrusive attributes of the intellect, of the emotional nature, and of character;—these are mainly Anglo-Saxon.

What Words Belong to the Latin.—But to name (1) things in the animal and vegetable kingdoms seen by travel; (2) to denote buildings higher and more complex than the common dwelling, and to mark those parts of them and those belongings to them unfamiliar to the Anglo-Saxons, but needful, we should think, even for comfort; (3) to indicate those parts of the body and their functions which science has disclosed; to denote (4) the longer or the more minute divisions of time, and the occupations that indicate higher culture; and (5), generally, to mark the less ordinary physical acts, requiring, many of them, plan and combination, and to denote the less obvious objects and qualities of objects in the outward world;—to do these things we draw largely upon

the Latin element of the language. And when we turn to the words in English expressive (6) of civil and social organization, or used (7) to denote intellectual acts, states, qualities, powers, possessions, products, or required (8) to express the higher feelings and the traits of character, or needed (9) to denote classes and general notions,—we find the contrast between the Anglo-Saxon and the Latin in English most striking. It is in words expressive of these things that the Anglo-Saxon element is painfully lacking.

Lesson L.

THE ANGLO-SAXON AND THE LATIN IN ACTUAL USE.

The ***percentages*** of the ***Anglo-Saxon*** and the ***Latin,*** in ***English,*** used by writers and public speakers depend upon the man, upon his subject, and upon the culture of those addressed. But they depend in the showing still more largely upon the ***method*** of ***counting.*** If every word is counted every time it is used, the result reached will be one thing; if each word is counted but once, no matter how many times it is used, the result reached will be quite another thing. The words oftenest employed, not alone in ordinary conversation but for literary purposes as well, are the irregular verbs (especially the auxiliary), the pronouns, the articles, the prepositions, and the conjunctions. These with scarcely an exception are Anglo-Saxon. So that the ***words constantly*** appearing, ***reappearing,*** on the ***pages*** of ***literature*** and in ***public discourse,*** as well as in colloquial speech, ***are*** almost exclusively ***Anglo-Saxon.*** As was said, then, the method of counting has much to do with the exhibit made.

Marsh's Examination.—Our countryman, the eminent

George P. Marsh, at one time made several excerpts from many British and American writers. ***He counted each word every time*** it was ***found,*** and gave us the results in tables which show that the Anglo-Saxon words used by these men ranged from 70 to 95 per cent. of all the words employed by them. We give these figures without judgment as to whether the extracts made were ample in number and in length to justify the claim that they fairly represent the levy which these men in their *complete* works made upon the Anglo-Saxon.

Our Own Examination.—It came in our way, some years since, to make a far more extended examination of the words eminent writers and speakers choose. The *different* words of one American, Rufus Choate, found in his complete works, were brought together and arranged alphabetically. Twenty other distinguished men—ten British and ten American—were chosen. From each of these a speech, an argument at the bar, an oration, or some chapters of a book were taken, and the words of each were alphabetically placed. ***No word*** in any one of the twenty-one lists thus formed ***was counted more than once,*** unless the several forms of it were from distinct roots; only one degree of an adjective or an adverb; only one of the six or seven possible forms of any verb; only one case of any noun or pronoun. Let this be borne in mind; it is the one point of difference, to be emphasized here, between our work and that of Mr. Marsh.

After the classification of the words, a count was made, and the percentages were reached. Our tables show that twenty-one representative authors in representative efforts use a per cent. of Latin words varying from 56½ to 72½, and of Latin and Greek together from $63\frac{7}{10}$ to $75\frac{1}{10}$, over against

a per cent. of Anglo-Saxon ranging only from $23\frac{4}{10}$ to $33\frac{4}{10}$. This is the showing if each word is counted but once.

The general belief (1) that for ordinary communication we make the heaviest drafts upon the Anglo-Saxon ; (2) that the words coming most frequently to the tongue and oftenest repeated on the page are Anglo-Saxon ; and (3) that, while on social or business topics we can construct whole paragraphs without a word of Latin, it is all but impossible to frame a sentence without the Anglo-Saxon ;—this belief the figures of the comparison do not disturb. And this is much to confess; for it is an acknowledgment that our dependence upon the Anglo-Saxon is absolute, so far as it extends. Nor do these figures (4) give the number of the Anglo-Saxon and of the Latin words in our vocabulary, or settle their ratio to each other, or (5) decide the question whether, had our ancestors of the thirteenth and fourteenth centuries imitated the ancient Greeks or the modern Germans, and formed new words by compounding native material, we might not now be using a vocabulary all of a piece, and yet ample for our utmost needs.

Our Need of Both Anglo-Saxon and Latin.—But from the exhibit made by the comparison above we think we are warranted in claiming that we cannot do without the Latin words in our English ; that, when we rise above the commonplace in matter and in manner, we find such words indispensable. We say *indispensable ;* for, while the ferry-boat that takes us *daily* to our place of business is indispensable, the transatlantic steamer that bears us to Europe is not less so, even though we go but *once.*

It would seem that these two classes of words, mingling freely in the current of every English sentence, have dwelt so long and pleasantly together, that we should cease to call

either class *foreign, alien.* Often we cannot, without close scrutiny, tell which words are Latin and which are Anglo-Saxon. By some ear-marks, perhaps, but certainly not by their length, by their strangeness, or by his inability to handle them deftly, would one of but average culture suspect that the following nouns, adjectives, and verbs belong to the Latin :—

Age, art, case, cent, cost, fact, form, ink, line, mile, pain, pair, part, pen, piece, price, rule, sound, ton, tone, and vail; apt, clear, cross, crude, firm, grand, large, mere, nice. pale, plain, poor, pure, rare, real, rich, round, safe, scarce, sure, vain, and vast; add, aid, aim, boil, close, cook, cure, fail, fix, fry, mix, move, pay, save, serve, try, turn, and use.

These, and hundreds of other short Latin words, as well understood as the simplest Anglo-Saxon, are mostly without Saxon equivalents. But even those with Saxon duplicates are necessary ; they give to our speech a rich synonymy that aids us in making and in expressing the finer distinctions in thought.

The Latin are often (1) the most forcible words in English. What Anglo-Saxon verb of teaching matches in vigor *inculcate*—to drive in with the heel ? What other adjective denoting health has the strength of *robust*—oaken ? Such words, unfortunately, are pregnant with meaning mainly to the etymologist. In this they differ from what the vigorous, self-explaining Anglo-Saxon words would have been had that element been fostered. They give (2) conciseness to expression ; like canals across isthmuses they shorten the route —witness *mutual, reanimate, circumlocution.* Oftener than the Anglo-Saxon they are (3) metaphorical, and flash upon the thought a poetic light ; as, *dilapidated,* applied to fortune or dress ; *ruined,* to character ; *luminous,* to expression.

They impart (4) grace and smoothness to style—are the *musical, melodious,* and *mellifluous* words of the language. They give (5) pomp and stateliness to discourse, and make possible the grand manner of Sir Thomas Browne, of Milton, and of De Quincey. A vocabulary like ours, duly compounded of the Teutonic and the Romance, has a manifoldness and an affluence of wealth that adapt it to every kind of writing, and are wonderfully stimulative of it. And so while the literatures in other languages excel, each in some single department, ours is confessedly eminent in all.

While it is difficult to exaggerate the work and the worth of the Anglo-Saxon in English, we deprecate what has been called the "violent reaction" that has set in, in favor of it —a reaction which, carried to the extreme, would practically disinherit us of vast verbal possessions. But, without any wish or effort to champion the much decried Latin element, we may safely say that this reaction cannot be carried to the extreme.

We are glad to find the wise Alexander Bain breaking out, on the opening page of his work, *On Teaching English,* into, "To write continuously in anything like pure Saxon is plainly impossible. Moreover, none of our standard English authors, whether in prose or in poetry, have thought it a merit to be studiously Saxon in their vocabulary."

The words chosen should be appropriate to the topic, and level to the comprehension of those addressed. This much we may properly insist upon; but it would be unwise to encourage our pupils to seek for such words in the Anglo-Saxon element alone.

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